Welcome to Pocklington!
Pocklington is ______ for its public school.

The market place has a _____ outdoor market every Tuesday.

You can ___________ Burnby Hall Gardens and admire the lake.

The Pocklington Canal is _____ seeing.

You can _____ the hills in the nearby Wolds and admire the beautiful views.

fill the gaps: stroll around, famous, climb, lively, worth
Your turn…

With a partner, choose a place that Rob should visit and prepare a short presentation to recommend it. Make notes. You can use the following language to help you:

_________________________ is famous for its ________________________________.

_________________________ is worth visiting because ________________________.

_________________________ has a beautiful / impressive / historic ________________.

You can see / visit / climb ____________________________________________.

You will like _______________ because ________________________________.
1) Places to visit
‘CLIL’
(Content and Language Integrated Learning)

Thinking about and developing knowledge of the world around us

Developing and practising language skills
Today’s Agenda
What is a Project?
Why Use Projects?
Managing Projects in Class
Different Kinds of Projects – Practical Examples
More reasons for using projects...
Troubleshooting
What is a Project?
What is a project?

“What projects are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome in which the emphasis is on exchanging meanings not producing specific language forms.”

(Adapted from Willis, 1996).

Communicative purposes

- entertainment
- sharing information
- sharing opinions
- solving problems
- survival
- creating and maintaining relationships
Why Use Projects?
Effective preparation for life beyond the classroom

Why Use Projects?
### Present Simple

<table>
<thead>
<tr>
<th>Have</th>
<th>I have many balls.</th>
<th>He (she, it) has many balls.</th>
<th>We (you, they) have many balls.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Past Simple

<table>
<thead>
<tr>
<th>I (he, she, it) had many balls.</th>
<th>We (you, they) had many balls.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have balls?</td>
<td>Have many balls?</td>
</tr>
<tr>
<td>Has balls?</td>
<td>Has many balls?</td>
</tr>
<tr>
<td>Have many balls?</td>
<td>Have many balls?</td>
</tr>
<tr>
<td>Had many balls?</td>
<td>Had many balls?</td>
</tr>
</tbody>
</table>
Effective preparation for life beyond the classroom

Why Use Projects?
Managing Projects in Class
1) Places to visit
2) A Perfect School?
22 Read and complete.

Students sports Geography difficult teachers activities
easy friends English homework subjects hours

Blog 1

My new school in Tokyo is great. It’s international, so I have ______ friends from forty different countries! They always speak to me in ______ — their English is great. I’m learning Japanese. It was ______ at first but my friends were kind when I said the wrong words. Now it’s ______.

Blog 2

I love my school! I go to a special school in the mountains. ______ go there to learn winter ______. Every day, after studying ______. Maths and other ______, we do sports for three ______. We go skiing and snowboarding. Some students from our school went to the Olympics. I want to be a famous skier, too.

Blog 3

I live in my school because it’s a boarding school. My friends and I all live in rooms next to the school. I love living with my friends and the ______ are all very nice. In the evening, there are a lot of ______. We can watch films or go swimming, but usually we have ______.

23 Which school in Activity 22 would you like to go to? Why?

________

________

________

________

Project Template

1 What do you like about your school?

2 Write about subjects, teachers, number of students, sports and activities, etc.

I like...

________

________

________

3 Write about ‘My ideal school’ in your notebook.

A Perfect School?
What will students need in order to complete the task?

Language

Preparation time

Inspiration
The Power of Video

Motivation
Realism
Visual
Mixed Abilities
What will students need in order to complete the task?

Language
Preparation time
Inspiration – an alternative approach

A Perfect School?
What age of kids went to middle school in 1970s UK?
How many breaks were there in the school day?
How many subjects did we have to study?
Would you have liked to go to my school? Why? / Why not?
Primary: age 5-9  
Middle: age 9-13  
High: age 13-16 or 18

Start 9.00am, finish 3.30pm  
Morning and afternoon break 15 minutes  
1 hour lunch break
Primary: age 5-9
Middle: age 9-13
High: age 13-16 or 18

Start 9.00am, finish 3.30pm
Morning and afternoon break 15 minutes
1 hour lunch break
Compulsory school uniform
Primary: age 5-9  
Middle: age 9-13  
High: age 13-16 or 18

Start 9.00am, finish 3.30pm  
Morning and afternoon break 15 minutes  
1 hour lunch break

Compulsory school uniform

What age of kids went to middle school in 1970s UK?
How many breaks were there in the school day?
How many subjects did we have to study?
Would you have liked to go to my school? Why? / Why not?
Live Listening as inspiration for a project: What’s good about it?

Interactive / communicative
Speed of delivery can be tailored to the group’s needs.
Comprehension can be checked during the activity
Paralinguistic features present
Natural
Confidence building
Good for mixed levels
What will students need in order to complete the task?

- Language
- Preparation time
- Inspiration
A Perfect School?

But how do we get the rest of the class to listen??

Present your project to the class. Which school is the best?

Your task

• Think about your ideal school. Answer the questions. Make notes.
• Write a paragraph about your ideal school. Use your notes.

Questions

• Is your ideal school big or small?
• How many students are there?
• How many teachers are there?
• What subjects do you learn?
• What buildings are there?
• What is special about your school?
Ensure they have a listening task — a REASON to listen:

Agree / disagree

Best ideas / worst ideas

Things in common

What other ideas would they include?

But how do we get the rest of the class to listen??

A Perfect School?
1) Places to visit
2) A Perfect School?
3) Food, Glorious Food!
**Maka Nani's Hawaiian kebab and rice**

I'm Maka Nani, from Hawaii. I've got three teenagers, and they are ALWAYS hungry! Here's my recipe for a quick and easy lunch. We love chicken and rice, so this is one of our favourite meals. I'm sure your family will love it too.

**Ingredients:**
- Chicken pieces (you need 6-8 pieces per kebab), oil for frying, one large ripe pineapple, rice (about a cup will serve 6 people), kebab sticks.

**Steps:**
- a. Finally, remove the chicken from the frying pan, and make a kebab with pieces of chicken and pineapple. Serve the kebab on a plate with the rice.
- b. First, cut some chicken into small, bite-sized pieces.
- c. Now for the Hawaiian ingredient! Peel a pineapple.
- d. Next, fry the chicken in some oil until it is golden brown and cooked.
- e. Then chop the pineapple into cubes.
- f. While the chicken is frying, prepare the rice. Put about a cup of rice in a saucepan, add water, and boil it for about ten minutes until it is cooked.

**Variations:**
- Add vegetables to the kebabs. Cut some tomatoes or peppers into pieces, bake them in an oven until they are soft, and put them on the kebab sticks.
- You can use any meat or fish instead of chicken.
- Serve the kebabs with baked potatoes (so need to peel them; just bake them in the oven for about an hour) instead of rice.
- For a lighter meal, serve the kebabs with a salad of peppers and cucumber.

---

**Spanish omelette**

**Ingredients**
- 1 onion
- 275g potatoes
- Three tablespoons olive oil
- Five 1 eggs
- Salt and pepper

**Method**
1. First, peel and cut the potatoes into small pieces.
2. Next, peel and chop the onions.
3. Now, put the potatoes and onions in a bowl, with the eggs. Mix them together.
4. Cook the mixture in a frying pan for 10 minutes. Then turn it over with a plate and cook the other side.
5. Cut it into slices and eat it with a salad.

---

18 Write a recipe for your favourite meal. First, list the ingredients. Then write the recipe in simple steps.

---

19 Read your recipe to the class. Which recipe do you think sounds the easiest or the most difficult? Which would you like to try?
Essential language
chicken
rolls
lettuce
fish
cake
corn
cookies
bread
tomato
pear
peach
April
April
April
Rob's special

roll
ketchup
salt and pepper
boiled prawns
with cardamom
fried potatoes
with saffron
cooked in oil

Prawns Salad

Potatoes

onions

Prawns

tomatoes

First: Chop the Potatoes, onions, and tomatoes small pieces. Then heat the oil in a frying pan. Next, add in the onions, Potatoes, and tomatoes. Prawns fry for five minutes. Then put on the lower than stir. Then put the Crisps. Eat it and enjoy. You will love it.
1) Places to Visit
2) A Perfect School?
3) Food, Glorious Food!
4) Beware of the Dragons!
If you could invent something to make your life easier, what would it be?
Dragons’ Den

Product
Pedal Dish
Cat Phone

Features and Benefits
Saves food waste
Easy to call the cat for its dinner

Investment required
£30,000

Percentage stake in business
25%
1) Places to Visit
2) A Perfect School?
3) Food, Glorious Food!
4) Beware of the Dragons!
5) Embracing the latest technology
That was then...
This is now...
1) Places to Visit
2) A Perfect School?
3) Food, Glorious Food!
4) Beware of the Dragons!
5) Embracing the latest technology
6) What did they ever do for us?
Famous Campaigners

Nelson Mandela  Lech Wałęsa  Martin Luther King

Emmeline Pankhurst  Mother Theresa
Famous Campaigners

1. Martin Luther King
   a) Anti-Apartheid Campaigner in South Africa

2. Mother Theresa
   b) Helped end Communism in Eastern Europe

3. Emmeline Pankhurst
   c) American civil rights campaigner

4. Lech Wałęsa
   d) Fought for women’s rights in the UK

5. Nelson Mandela
   e) Helped poor people in India
Balloon Debate
John Sentamu

John Sentamu, born 10 June 1949 near Kampala in Uganda, was Archbishop of York from 2005 to 2020. Sentamu studied law in Uganda. Speaking out against President Idi Amin, he was imprisoned before fleeing to the United Kingdom in 1974, where he devoted himself to Anglicanism. He began his studies of theology at Cambridge and eventually gained a doctorate in 1984. In 2005 he was appointed the 97th Archbishop of York and the first black archbishop in the Church of England.

During his time as the Archbishop he was much beloved due to his support of those in unfortunate circumstances around the world, such as when he went on a trip to meet with people who were affected by the Middle East conflict. In October 2007 Sentamu was awarded the “Yorkshireman of the Year.” In his acceptance speech he praised the welcome he had received from the people of Yorkshire and made reference to the “African-Yorkshire DNA connection,” joking that perhaps his parents had this in mind when they gave him the name “Mugabi” (one of his middle names), which, spelled backwards, is “Bamugi” (beer-yum), a stock phrase popularly supposed to be used to express shock or disbelief in northern England.

[en.wikipedia.org]

Richard III

Richard III (2 October 1452 – 22 August 1485) was King of England and Lord of Ireland from 26 June 1483 until his death. He was the last King of the House of York and the last of the Plantagenet dynasty. His defeat and death at the Battle of Bosworth Field, the last decisive battle of the Wars of the Roses, marked the end of the Middle Ages in England. He is the protagonist of Richard III, one of William Shakespeare’s history/tragedy plays.

Richard was created Duke of Gloucester in 1461 after the accession of his brother King Edward IV. In 1472, he married Anne Neville, daughter of Richard Neville, 16th Earl of Warwick. He governed northern England during Edward’s reign, and played a role in the invasion of Scotland in 1482. When Edward IV died in April 1483, Richard was named Lord Protector of the realm for Edward’s eldest son and successor, the 12-year-old Edward V. Arrangements were made for Edward V’s coronation on 22 June 1483. Before the king could be crowned, the marriage of his parents was declared invalid, and the new king immediately had his younger brother killed, and his young brother, Richard, Duke of York, called the “Princes in the Tower,” were not shown in public after August, and accusations circulated that they had been murdered on King Richard’s orders, under the Tudor rule a few years later.

[en.wikipedia.org]

Joseph Rowntree

Joseph Rowntree was an English Quaker, philanthropist and chocolateeer from York. Known globally for bringing the beloved Kit Kat to the world - if you have ever had one, it was probably made in York. Along with his brother, Henry Isaac Rowntree, he set up the Rowntree chocolate company, which is now owned by Nestlé.

Although he was a powerful businessman, he was deeply interested in social reform, especially improving the lives of his 4000 employees and their families, for example by providing pensions, which was not common practice like today. Joseph Rowntree’s philanthropic interests extended beyond just his employees. He set up three charitable trusts: the Joseph Rowntree Village Trust (which set up the new “Fountain,” village - part of York), the Joseph Rowntree Social Services Trust and the Joseph Rowntree Village Trust. These trusts help provide housing, education and health care. Today, with a park, school and theatre named after him, Joseph Rowntree’s name is still seen all around the city.

[en.wikipedia.org]

Dame Judi Dench

Dame Judith Olivia Dench (born 9 December 1934 in York) is an English actress. Regarded as one of Britain’s best actresses, she is noted for her versatile work in various films and television programmes, as well as for her numerous roles on the stage. Dench has won numerous awards during her career spanning over six decades, including an Academy Award, a Tony Award, two Golden Globe Awards, four British Academy Television Awards, six British Academy Film Awards and seven Olivier Awards.

Judi Dench started her acting career in 1957 in the theatre. Although most of Dench’s work during this period was in theatre, she also branched into film work and won a BAFTA Award as Most Promising Newcomer. She rose to international fame as M in GoldenEye, a role she continued to play in eight James Bond films. She went on to win an Oscar for Academy Award for Best Supporting Actress for her performance as Queen Elizabeth I in Shakespeare in Love (1998). Now you can walk along Dame Judi Dench Way along the River Ouse in the centre of York.

[en.wikipedia.org]

John Barry

John Barry (1933 – 2011) was one of York’s most famous musicians and was a well-known composer across the world. Barry spent his early life working in cinemas owned by his father. During national service with the British Army in Cyprus, Barry began performing as a musician after he had learned to play the trumpet. After finishing his national service, he formed his own band, the John Barry Seven.

Barry later became interested in composing music, which led the makers of James Bond noticing him. He went on to compose the music for eleven of the James Bond films between 1962 and 1987. As well as arranging and performing the “James Bond Theme,” he wrote the Grammy- and Academy Award-winning music to many other films, such as Dances with Wolves and Out of Africa. In 1999, he was appointed with an OBE for services to music, one of the highest honours a British citizen can receive.

[en.wikipedia.org]

Margaret Clitherow

Margaret Clitherow, born in 1556 and died in 1586, was canonised [made a saint] by Pope Paul VI in 1970.

In 1571, Margaret married a wealthy butcher named John Clitheroe and together they lived in what is now York’s most famous street – The Shambles. In 1574, she converted to Catholicism, and even though her husband remained part of the Church of England, he still supported her. He paid many of her fines for not attending church, for which she was sent to York prison on three separate occasions. On her last stay in prison, she gave birth to a son.

Margaret further risked her life by hiding Catholic priests in a secret room in her house and at a nearby house that she rented. In 1586, she sent her eldest son to France to become a priest. This made local officials suspicious and they searched her home, where the secret room was found. As a result, she was sentenced to death. She was pressed to death – she was laid on the floor with her front door placed on top of her, and heavy rocks were added until she was crushed to death. Today, her hand can be seen at the Bar Convent in the city.

[en.wikipedia.org]
1) Places to Visit  
2) A Perfect School?  
3) Food, Glorious Food!  
4) Beware of the Dragons!  
5) Embracing the latest technology  
6) What did they ever do for us?  
7) Pet Hates
What really annoys you?
What things irritate you?
What would the world be better off without?
Why?
Wasps
Mosquitoes
Weeds in the garden
Tailgaters…
ROOM
101
• Wasps
• Mosquitoes
• Weeds in the garden
• Tailgaters
• Litter Louts
• Inconsiderate Parkers
• Computer Programmes “Not Responding”
• Pop up adverts on YouTube and other websites
• Phone menus that don’t let you speak with a human being
1) Places to Visit
2) A Perfect School?
3) Food, Glorious Food!
4) Beware of the Dragons!
5) Embracing the latest technology
6) What did they ever do for us?
7) Pet Hates
1) Places to Visit
2) A Perfect School?
3) Food, Glorious Food!
4) Beware of the Dragons!
5) Embracing the latest technology
6) What did they ever do for us?
7) Pet Hates
8) Castaway
Select and justify:
8 records
1 book
1 luxury
1) Places to Visit
2) A Perfect School?
3) Food, Glorious Food!
4) Beware of the Dragons!
5) Embracing the latest technology
6) What did they ever do for us?
7) Pet Hates
8) Castaway
More Reasons for Using Projects
Effective preparation for life beyond the classroom

Practises 21st Century Skills

Why Use Projects?
The 4 Cs of 21st Century Learning

- Groupwork and pairwork interactivity
- Peer support
- Sharing information, opinions, etc.
- Making posters, presentations, recordings, videos, etc.
- Planning, reflecting, thinking ‘outside the box’

Communication and Collaboration
Creativity
Critical Thinking
Effective preparation for life beyond the classroom

Practises 21st Century Skills

Why Use Projects?

Makes language meaningful, motivating

Good for mixed abilities

Diagnostic tool
Language Feedback:
Things students say and write...

1. The worm is coming.
2. I like read nowhere.
3. Her hare is long and curly.
4. There’s some cat on the chair.
5. You should satanise your hands to stop COVID.
6. My chest is green.
7. My favourite fruit is painapple.
8. We cooked and served our parents.
Language Feedback - Planning a Tour

Well done!!!

- The city is mindblowing.
- To see it all, it would take a few days.
- Maybe you’ve heard of Opole.

????

- You should to go there in summer
- There is fine place
- If you will go to the top of the hill, you will see a great view
- There is much snow in winter.
Troubleshooting
Project Activities:

…some possible issues
Some issues

Students have no interest in the topic

Students speak in their own language

Some students dominate; others are quiet

Students work at different rates – some finish very quickly
Students have no interest in the topic

Provide alternative topics in the same activity.

Provide a clear communicative goal for the activity.

Mix negative and positive – e.g. ‘What’s the worst?’ as well as ‘What’s the best?’

Use role-play – they may have more to say in the persona of somebody else.
Students speak in their own language

Provide lots of preparation:

- Provide a model to provide inspiration for content ideas – audio, video or ‘live’.
- Provide thinking time for content AND language. Be on hand to provide language according to need.
- Use other skills (e.g. writing) to lend structure to the preparation.
- Provide opportunities for rehearsal and repetition.

Don’t expect miracles – a bit of L1 might be OK as long as the outcome is in English.
Some students dominate; others are quiet

Remove the perceived threat of the dominant students by putting quiet students together and dominant students together.

Experiment with background music to ‘kill’ the awkward silences

Remember that some students are quiet by nature
Some finish more quickly than others

Use a model to SHOW what is expected in terms of timing

Set a time limit to give a clear idea of how long the task should take.

Have extra activities ready for early finishers – either extend the original activity or give something additional
The Materials
1) Places to Visit
2) A Perfect School?
3) Food, Glorious Food!
4) Beware of the Dragons!
5) Embracing the latest technology
6) What did they ever do for us?
7) Pet Hates
8) Castaway
9) Quiz Time!
Thank You and Happy Teaching!

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