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A day in Sarah's Life <http://youtu.be/AVpIp-mErHs> English version (45 – 90 min session*)
Ein verflixter Montag <http://youtu.be/5dtcJnSoBIA> German version

Language: English

This machinima has also been produced in German. The instructions for the German version need to be slightly modified.

The machinima can be used as stand alone but can also be integrated into a virtual learning environment, a physical classroom and a blended course.

Level: B1 +

The required level of language skills is B1+, according to the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001).

Age Group: 16+ /

The aim of the machinima is to practice the phrasal verb 'get' and talk about daily routines.

Objectives

- demonstrate the appropriate use of the phrasal verb get in various contexts [this does not apply to the German version]
- describe the daily routine of oneself and other people. [this applies to the German version]

Content

A day in Sarah's life: Length 6:48 minutes

<http://youtu.be/AVpIp-mErHs>

Procedure

1. Pre- watching the machinima

After having watched the video, students are asked if they remembered any specific uses of the phrasal verb get. They share and collect their findings (on a white board in RL or Twiddla in SL) and may add other uses they might be familiar with.

2. Chain stories

Students are asked to make a chain story with at least 5 of the phrasal verbs collected :
i.e. *get off, get on, get over, get around, get into*

One student gets started (or the facilitator gives an example) and the students continue the story with completing the sentence or starting a new one, using the phrasal verbs given.

This could be audio recorded in the physical classroom for later analysis.

3. Watching the machinima a second time

This time students are asked to focus on Sarah's routine.

After watching the video students will summarize Sarah's day in the past tense.

4. Group work

Students think of a famous person and create a story about this person's daily routine. According to the skills and level – students could be asked to add some extras, like preparing interview questions for this person that could then be scripted into a dialogue and produced in a role-play.

5. Follow up activity

Students present their dialogues which they might have filmed with mobile devices in the physical classroom or present a machinima (with the help of the facilitator) if they have access to virtual worlds.

6. Assessment

Students share their machinima/film/recording with the other groups and give each other feedback. They will be assessed on criteria the group has decided upon prior to the activity.

*Depending on the skills and level of the group and whether this session will be integrated into a course session about daily routines it could take less than 90 minutes, but probably not less than 30 minutes.

NOTE

For more advanced students level B2/C1 the following machinima might be useful for self studies:

http://youtu.be/m84j4G_X2lo [Length 5:31]