



# Language Learning with Machinima

EU funded CAMELOT project (2013-2015)



## Machinima

<b>ID#</b>	url of machinima: <a href="https://drive.google.com/?tab=mo&amp;authuser=0#folders/0B447tiBiXhqQQ0Z4eTRwZUFqbmM">https://drive.google.com/?tab=mo&amp;authuser=0#folders/0B447tiBiXhqQQ0Z4eTRwZUFqbmM</a>
<b>Title</b>	Adventures in the snow
<b>Content summary</b>	A group of friends are meeting in the mountains for a holiday. They are going to practise different winter sports.
<b>Resource Language</b>	English
<b>Language Level</b>	The CEF level of the language used in the machinima: A1 level with a couple of occurrences of A2 level structures
<b>Key function of Machinima</b>	<ul style="list-style-type: none"><li>• Pragmatic purpose: introduce a new channel of communication which can be exploited for real life needs (work, getting in touch with people who work in the same field or share the same interests) and for creative, narrative purposes, arouse students' interest and curiosity for this channel of communication and involve them in a school project which will require their active participation beyond school time</li><li>• Language functions: describe on going actions, describe clothes/landscape using simple sentences, express appreciation about clothes and sports</li><li>• Presenting New Language<ul style="list-style-type: none"><li>- Focus on winter sports, winter clothes</li><li>- Visualising grammar-related semantics (I'm skating, I'm wearing..., I'm doing; - ing forms as nouns: skiing, ice skating, sledging)</li></ul></li><li>• Skills development (focus on speaking, create a short role play)</li></ul>
<b>Text type</b>	<ul style="list-style-type: none"><li>• Semi-authentic texts (Texts created by native and/or non-native speaker, based on original language materials, but adapted to fit curricular needs)</li></ul>
<b>Originally produced for</b>	Specify whether this machinima was produced for: <ul style="list-style-type: none"><li>• Teacher directed activities</li></ul>
<b>Shooting environment(s)</b>	<ul style="list-style-type: none"><li>• Second Life</li></ul>

<b>Related Implementation Description</b>	Provide a link/reference to the description of how this machinima was (planned to be) used: <ul style="list-style-type: none"> <li>• Lesson planning</li> <li>• Learning object description</li> </ul>
---	--

## Lesson Plan/Task Description

<b>Target Language</b>	English
<b>Theme/Topic</b>	Activities in the snow
<b>Task Description/ Aims/ Objectives</b>	<p><i>What is expected from the learners?</i></p> <p>They are expected to acquire the use of the Present Continuous tense (describing what they are wearing and what they are doing) and -ing forms as nouns (Winter sports nouns: skiing, sledging, ice skating); verb like + ing. They are asked to reuse -ing forms with different functions in a role play</p> <p><b>Prerequisites:</b> Students already know how to introduce themselves: saying their names, hometown, country of origin, how to express simple statements with “be”: it is cold, it is beautiful</p> <p>How is the task related to the learning goals of the syllabus/unit/lesson?</p> <p><i>How do the learners prepare for the task; how do they work on the task?</i></p> <p>Before watching the machinima: Brainstorming with post-it notes. To set students’ minds on the topic of the machinima students are asked to think about a holiday in the mountains and to sketch a quick drawing on a post it: what they need (equipment), the activity they want to do there. Each student sticks his/her post-it on the board. The teacher writes the words in English on the board, dividing them into: activities and equipment.</p> <p>During the machinima: students are given a list of clothes names and they are asked to check the words they hear. They are also given a list of adjectives related to physical appearance (beautiful, ugly), mood (excited, sad, happy), place (cold, warm, shining) and they are asked to tick the adjectives they hear and to say what they refer to.</p> <p>After watching the machinima: Students are asked to answer open and closed questions on the content of the video (Are the girls having fun? What are the names of the characters? Where are they from? Not all the characters introduce themselves in the machinima, but each of them does something. Students are asked to identify the characters providing some extra information about their clothes and appearance and the activity they are doing), the answers are shared on the board. (List of names or “the girl in the skating dress”, “the girl in the fur coat” and action verbs in the -ing form)</p> <p><i>Specifying learning goals for all interlocutors.</i></p> <p><i>Goals might be different for participating groups, e.g. related to language level. However, it is fundamental that relevant goals are set for all task participants.</i></p> <p>Students are divided in groups of mixed levels: some students have already mastered level A1, others haven’t. The role play to be prepared has three different scenes like the machinima.</p> <p>SCENE 1: Characters introduce themselves (A1); talk about future plans and intentions (A2)</p> <p>SCENE 2: They practice different activities and describe what they are doing and what they are wearing (A1), students who already</p>

	<p>master the use of the Present Continuous are asked to include sentences with the use of the Present Simple (contrasting the two tenses) “I’m wearing my blue jeans, I usually wear blue jeans on the snow”, to use adjectives other than colours “a knit hat to match with my sweater”, or short turns to describe the apparel “it was a gift from....” (A2)</p> <p>SCENE 3: They say how they feel and decide what to do to finish their day: “I think I need..., That’s such a great idea, May be we should ski down”</p>
<p><b>Language Level &amp; Descriptors</b></p>	<p><a href="#">Language Levels to be determined according to CEFR Levels</a></p> <p>A1</p> <p>Listening: The student can recognise words related to winter activities and clothes and understands phrases related to the topic.</p> <p>Speaking: He/she can use simple phrases and sentences to describe actions under way, to describe clothes, to make suggestions and express agreement, to describe places and weather conditions.</p> <p>Topics: sports and leisure, clothes, colours</p> <p>Introducing oneself</p> <p>Expressing likes and dislikes</p> <p>Expressing wants</p> <p>Talking about what people are doing at the moment</p> <p>Go+ ing</p> <p>verb+ing</p> <p>want to</p> <p>go for</p> <p>I think</p> <p>Let’s</p> <p>Main clause</p> <p>A2</p> <p>Listening: the student can understand phrases related to winter activities and clothes, phrases expressing intentions, appreciation and suggestions.</p> <p>Speaking: the student can use a series of phrases and sentences to express intentions or future plans related to winter activities and holidays in the snow. He/she can make suggestions and express agreement or disagreement.</p> <p>Topics: sports and leisure, clothes, personal feelings, travel and holidays</p> <p>Expressing preferences, likes and dislikes</p> <p>Expressing needs and wants</p> <p>Talking about what people are doing at the moment: present continuous (present actions and future meaning)</p> <p>Talking about future plans or intentions: Future with going to</p> <p>Making and responding to offer / suggestions: Modals: shall (suggestion), should (advice)</p> <p>Gerunds as subjects and objects</p> <p>Subordinate clause following think</p> <p>Adjectives: colour, quality, nationality</p>
<p><b>Outcome/Product</b></p>	<p>Role play</p>

<b>ID# of Machinima used</b>	<a href="https://drive.google.com/?tab=mo&amp;authuser=0#folders/0B447tiBiXhqOQ0Z4eTRwZUFqbmM">https://drive.google.com/?tab=mo&amp;authuser=0#folders/0B447tiBiXhqOQ0Z4eTRwZUFqbmM</a>
<b>Classroom Procedure</b> <ul style="list-style-type: none"> <li>• <b>Time needed</b></li> </ul>	<p>Time needed: 3 lessons (1 hour for each lesson)</p> <p>Lesson 1: Presentation, watching the machinima with previewing activities, activities to be carried out while watching the machinima and postviewing activities</p> <p>Lesson 2: Reordering all the language materials used in the first lesson, creating groups for the role play, group work</p> <p>Lesson 3: Role plays are performed with assessment</p> <p>Additional material: worksheet to be used while watching the machinima (lesson 1); slides where the vocabulary and structures used in the first lesson are organized (lesson 2).</p> <p>Role of the teacher:</p> <p>The teacher guides students through the exploitation and vision of the machinima in the lesson 1; creates groups and assigns roles and encourages students in lesson 2, provides feedback and assessment at the end of lesson 3.</p>
<b>Assessment Criteria</b>	<p><a href="#">Include the CEF descriptors for the assessment of the task result/performance.</a></p> <p>The descriptors for the oral interaction assessment are: range, interaction, fluency and coherence</p>
<b>Reflection</b>	<p><a href="#">How are learners stimulated to think about their learning, add results to their portfolio, self-evaluate if they met the initial aims and objectives.</a></p> <p>Learners will be asked to fill in a questionnaire about the activity</p>
<b>Adaptations</b>	<describe which elements of this planning were changed on the basis of piloting and/or practice experiences>