

Scenario 6

Temat - House project? Flipped classroom

Time: 180 minutes

Aims:

- to introduce new vocabulary connected with house projects and house parts,
- to develop students' reading, writing, speaking and listening skills,
- to practise and improve pronunciation,
- to encourage, strengthen and deliver examples for an efficient pair/group work.

Implementation of the core curriculum for Vocational English.

Students:

- 1) use the resources of language resources (lexical, grammatical, spelling and phonetic) enabling the implementation of professional tasks,
- 2) interpret statements regarding the performance of typical professional activities,
- 3) analyze and interpret short written texts regarding the performance of typical professional activities,
- 4) formulate short and understandable statements and written texts enabling communication in the work environment,
- 5) use foreign-language sources of information.

Objectives:

- 1) adhere to the principles of culture and ethics,
- 2) are creative and consistent in the implementation of tasks,
- 3) provide for the effects of the actions taken,
- 4) are open to changes,
- 5) can deal with stress,
- 6) are able to use effective cooperation strategies in a team,
- 7) can bear responsibility for the actions taken,
- 8) use arguments in the discussion.

Working methods:

Flipped classroom, pair work / group work, brainstorming, projects .

The start of the lesson:

The lesson begins with warm- up phase, student s in group make posters with different types of doors, windows and splices. Teacher prepares a poster with an exercise to be completed (the poster should contain the following expressions:

Task 1

The teacher, by referring to the knowledge acquired by the pupils as part of the homework, asks the following key questions:

How many steps should be done when a house is designed?

Name the steps?

Team work

When students form a group, social skills will be trained. A team of students must actively listen to each other, articulate ideas and use genuinely constructive criticism to be effective. The students must learn to work together and cooperate. This is an opportunity to make friends and talk with others; networking can start in the classroom. This is also a chance for the students to expand their vocabulary, work on patience and learn how to take turns.

Task 2

The students work in six groups. One group has to choose one of six steps and describe it on the poster. The teacher walks around and gives advice. If necessary the students get hand- outs with printed steps of designing a house.

Task 3

Presentation of the results by the six groups. The students present their posters with steps of designing.

There are five minutes planned for every presentation. A discussion is provided after each group the statements.

Task 4

How to design a house

listening exercise

<https://www.youtube.com/watch?v=1QpB8icfz4I>

(students watch the movie two times)

Name six crucial/ important stages of the house designing

After listening short testing of the results

Task 5

The students get their self-assessment forms (attachment 1) as a part of revision before the test (attachment 2). They work in pairs.

Homework

Revision of the material for the test