



Start up

water

air

land

energy

Four corners- [activity process](#)

- to activate prior knowledge on topic
- to activate known vocabulary
- gauge interests
- form interests groups

Air/Water/Land/Energy

Materials

- [Subtask](#) handout for all students

Scaffolds when needed

- [Pictures and vocab for Content](#) problems
- Pictures and texts of inventions for solutions
- [Structure](#)
- [Language prompts](#)

Class instruction: language focus during project: Spoken interaction.

Material:

- [spoken interaction rubric](#)
- Pre/[Self-assessment task](#)
- **video:** [how \(not\) to brainstorm](#)

Brainstorm sessions

Groups start brain- storming an invention to tackle an environmental problem. You record part of it.

Individually you [self-assess and reflect](#) on your spoken interaction (SI) and brainstorming skills

Material

- **Handout:** [UNEP task](#)
- Posters, coloured pens

Outcome:

- **group idea/invention drawing**
- **Individual reflection SI form**

Script for pitch/infomercial
You then write a story board and script before filming



TASK PRODUCT

A filmed pitch or infomercial in which the group explains and promotes the workings and idea behind their invention.

Materials

- [Task description](#)
- Checklist and assessment rubric for [Pitch](#) and [Infomercial](#)

Scaffolds if needed

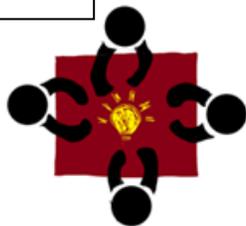
- conventions of Infomercial
- [Online tutorials on making a pitch](#)
- planning help
- [organizing using a storyboard](#)

Outcome:

- a filmed pitch or infomercial
- wordlist for your product

Student output through collaboration: 1 minute presentation for class

Outcome: Groups of 3 to 5 based on interest



Phase 1: warming up

Phase 2: brainstorm

Phase 3: develop

Phase 4: making video



Watching pitches and infomercials

Together we watch all groups' video products.

You take individual notes while watching and write down questions for clarification.

Material:

[Handout for notetaking](#)

Q&A with the inventors

Q & A

All groups should be prepared to answer questions from the audience.

Outcome: You have your own notes on every invention + access to various wordlists.

Preparation: Individually you study your notes and wordlists; try to evaluate the inventions that were presented. Perhaps record yourself.



TASK DISCUSSION

Evaluation of ideas presented

- You are regrouped by the teacher.
- In your new group you evaluate the inventions and presentations. You will get questions prompts to help the discussion along
- Your participation in the discussion is assessed according to the assessment [Spoken Interaction Rubric](#) that you already have.

Scaffolds:

- [Spoken Interaction language scaffold](#)



Phase 5: showing videos for evaluation

Phase 6: discussing (SI) presented problems and solutions.


Assessment Rubric for Spoken interaction during discussions

Name:

	Beginner 1-2	Developing 3-4	Achieving B1 5-6	Mastering B2 7-8
Content relevance	I struggle with staying on topic and/or don't participate much.	I mostly stay on topic but sometimes my responses are not relevant to topic, do not contribute.	I can stay on topic, I contribute to the discussion and my contributions are on topic	My points are directly relevant to the current goal and topic of conversation, giving details to support my ideas.
Vocabulary	I use general and simple words and sometimes a Dutch word if I cannot find the right word fast enough.	I try to use a good range of words and expressions, but occasionally misuse the words. The word range is quite generic.	I can use a good range of vocabulary and expressions and can do so appropriately.	I am able to use rich language, idiomatic expressions and specific language related to topic.
Fluency	I struggle finding the words to express my points making it tedious to listen to.	I can speak with some ease but avoid expressing my ideas if I cannot put them in to words.	I can say what I want to say and I am sometimes looking for words, then finding them or paraphrasing them.	I can express my thought without unnatural hesitations and my speaking flows.
Turn taking	I don't listen to others and do my own thing. I interrupt people.	I let the other speak I try to wait for my turn, but sometimes I get carried away and interrupt people or I only speak when invited.	I let the other speak. I announce that I want to say something and I invite others to speak as well.	I know how to interrupt politely, respecting what the other person says and I invite other people to contribute to the conversation.
Responding and Tone	I do not consider other people's feelings in my response I am very direct and short in my answers.	I can say what I want to say but in the heat of the moment I might be blunt.	I am able to express my opinions without offending.	I can comment naturally I am able to express my opinions and ideas in a polite way, using a respectful tone.
Accuracy in language	I make so many mistakes it is hard for the others to understand what I am trying to say.	I make quite a few mistakes, making me sound awkward, but my audience understand me.	I make mistakes in grammar or sentence constructions, without making it difficult for others to get my meaning across	I make few language errors in my grammar and sentence constructions.
Pronunciation	I sound very much like a Dutch person speaking English. My intonation and pronunciation are difficult to understand.	My pronunciation is okay, English speakers can understand me, but sometimes I make a mistake or mumble.	My pronunciation and intonation are good, but some sounds still sound a bit Dutch. People have not difficulty understanding me, because I also speak clearly.	My pronunciation and intonation are almost like that of a native speaker

Language Prompts for discussing, interrupting and turn taking

Starting the discussion

- Okay, let's begin ...
- Shall we begin?
- Let's start with

Reacting to a suggestion

- Yeah, that is good idea!
- Yes why not!

Making suggestions

- I think we should
- I suggest we should
- How about "doing".....?
- Why don't we.....?

Asking for opinions

- So, what do you think...,<name>
- Do you agree with that, <name>?

Agreeing

- I agree with you.
- I totally agree.
- I'm convinced that ...
- The way I see it ...
- It seems to me that ...
- You're right up to a point.
- You could be right.
- Exactly!

Disagreeing

- Do you really think so?
- I don't think so
- That can't be right.
- I don't agree at all.
- I wouldn't say that ...

Checking you have understood

- Do you really mean
- I'm sorry, could you tell me more about your idea?
- So, do you mean?

Keeping the discussion going

- Let's get back to
- Where were we?

Interrupting politely

- I'm sorry, but....
- Can I add something?
- Sorry to interrupt, but....
- Mind if I say something?

Dealing with interruptions

- I haven't finished yes, if you don't mind.
- Let me just make my point.