



# British Hills

## Our Perfect School



### 1. Pre-task phase: What does your school have? (5 min)

**Slide 2.** Any fast-paced, *short* activity/game eliciting things they can find in their school e.g. a board race.

### 2. Task modelling (10 min)

**Slide 3.** Ask learners what their perfect school would have. Share some ideas.

Show **slide 4.** Give a presentation on your perfect school. Describe what each part is in some detail; it is important that students see a good example of what is expected from them.

Once you have finished your presentation, ask the class if they have any questions about your school, and answer them.

Explain that **learners in pairs** will design and present their own perfect schools to the rest of the class.

### 3. Main task phase: planning - brainstorm (10 min)

Show **slide 5** and hand out the **brainstorm worksheet**, one per pair. Ask pairs to brainstorm the things they would have in their perfect school. Emphasise that *anything* is possible, and that they can ask you or their peers if they don't know how to express something in English.

Monitor for what new vocabulary they ask/look up, and write on one side of the board.

### 4. Main task phase: carry out - design (15 min)

Put the students in groups: small classes in pairs, large classes into 4s. Hand out the **A3 Ground Floor & First Floor design worksheets**, one each per pair *or one floor per pair for large classes*, and show **slides 6-7**. Make sure each table has a set of coloured marker pens.

Tell students they have 10 - 15 minutes to draw the design for their school. Emphasise they must **only** communicate through English and gestures, and that they need to know **why** their school needs each point of their design.

### 5. Main task phase: report – planning (10 min)

Tell learners that each pair/group is going to present their design to the rest of the class. They need to explain what is in their school, where everything is, and why they



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chose each feature, as the teacher did previously (step 2). Tell them they have 5 minutes to prepare what they will say.

### **6. Main task phase: Report (15 min)**

**Slide 9.** Tell students they are going to vote as a class on the design they would most like to see built. Hand out **scrap paper** as voting slips.

Ask the first pair/group to come up and introduce their design to the class.

When the pair finishes, have them answer questions from the class in a Q&A session.

Be sure to note down any language issues as they occur.

Repeat until every group has introduced their design.

### **7. Post-task phase: Task review (15 min)**

**Slide 9.** Tell groups that before they vote, they need to discuss with each other which design was the best, and why. They may NOT choose their own design.

Collect in the votes, and reveal the winning design.

### **8. Post-task phase (variable)**

At this stage the teacher must develop the lesson to address the language needs they have identified during the class. Address language needs that have occurred several times with multiple students.

**Example 1: Slides 10 – 14 Describing other designs** (notepaper in folder)

First, groups switch designs with another group.

Second, they write 3 descriptive sentences about the design e.g. "The English classroom is across from the maths classroom."

Next, the teacher takes in the designs and lays them at the front of the classroom/around the room, then collects the descriptive sentences and hands them out again randomly.

Finally, pairs try to match the descriptions they have with the design they describe.

**Example 2: Slides 15 – 19 Logic Puzzle** (worksheet in folder) focusing on prepositions of place.