

# IRISH STORYLINE

## LESSON PLAN

**Teacher:** Nellie Gospodinova (Secondary Vocational School of Economics, Administration and Service "Atanas Burov", Silistra, Bulgaria)

**Age of students:** 18

**Level:** B2

**Lesson:** Irish storyline

**Teaching aids and materials:** A PPT presentation, 3 sheets of paper with photos of Irish doors, Storyline CV, list of Irish names and surnames

**Background of the group:** These students are in twelfth grade. They have been studying English as first foreign language for 4 school years.

**Main aim: To show and use storyline method** - To create an Irish character, a suitable environment for that character and then develop situations between characters. **Thus students develop an emotional relationship with their Irish characters and therefore the learning process becomes more meaningful. Pupils engage themselves on an emotional and personal level with their character.**

| WHAT              | WHY   | HOW   | Timing     |
|-------------------|---|---|------------|
| Stage / Procedure | Objectives  | Interaction pattern   |            |
| I. Warm-up        | 1. To introduce students to Irish culture.                          | 1. Students are divided by the teacher in three groups. They are given three sheets of paper with photos of Irish doors. They can also see the Irish doors on the slides of the PPT presentation on a whiteboard.                                   | 10 minutes |
|                   | 2. Making comparisons between Irish and Bulgarian houses and doors. | 2. The teacher/ tutor asks pupils whether they find any differences or similarities between Irish and Bulgarian doors and houses. They are then asked to choose an Irish door which they like most.   |            |
|                   | 3. Making speculations/ predictions based on students' opinions.    | 3. Students make their choice and then they explain it.   |            |
| II. Presentation: |   | 4. They are then asked to imagine who might live behind this door. (The teacher asks questions such as 'Who is this Irish person? What does he/she do? What might be his/ her personality? Is she single or married? What is his/ her character?'). |            |

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|---|--|--|------------|
| 1. Process and Product Orientation stage              | Developing reading skills - by reading the information about the Irish surnames  | 1. The teacher/ tutor tells pupils that today they are going to invent their fake personalities. They will become a fake Irish persona. The teacher/ tutor gives them sheets of paper with list of typical Irish names for girls and boys. The teacher reads all the names. Students are also provided with a list of typical Irish surnames and information about their meaning and origin. | 6 minutes  |
|   |  | 2. They choose their new Irish names and surnames. After that they explain their choice of a surname.  |            |
| 2. Visualization of results stage                     | Developing writing skills – To invent their CV and create a fake Irish persona   | 1. The teacher/ tutor gives pupils sheets of Storyline CV. They are asked to fill in their Storyline CV. Pupils prepare a CV for their Irish character. This should include information about their character’s past, education, history, achievements, personality, ambitions, personal goals etc. They have 10 minutes to complete this task.  | 11 minutes |
|   |  | 2. A few pupils present their new Irish persona orally by reading parts of their CVs.  | 6 minutes  |
| 3. Performance Action stage: A Market Place activity. | 1. Developing speaking skills – To use all their knowledge and interact in a semi-formal situation (a fund-raising party in an Irish restaurant).<br>To analyse the differences between the target and parent cultures | 1. Pupils are told that from now on they will be the Irish characters they have invented. They will speak and act like the Irish person. <b>They were all invited to attend a fund-raising party in an Irish restaurant in Cork. The aim of the fund-raiser is to raise money for a new public children’s playground in Cork.</b>  | 1 minute   |
|   |  | 2. Pupils perform the roles of their Irish characters. <b>Two of them are hosts/ and or hostesses of the party. Their task during the party is to make sure that everyone who attends the party feels fine and isn’t bored or alone. Their task is also to persuade the other guests to donate money for the good cause.</b>   | 6 minutes  |
|   | 2. Communication in a creative context – To develop communicative skills in an interactive situation   | 3. Students mingle in a party situation and get to know one another and their stories. It is important that they shake hands and ask, “How are you?” when they meet and practise socio-linguistic competence. Teacher observes everyone and takes notes.   |            |
| III. Reflection                                       | Giving feedback to students and correcting their errors.   | The teacher asks pupils how they felt during the fund-raising party and whether they have enjoyed the activity. He/ she mentions the errors that the students have made during the party situation. <b>In the end the teacher congratulates the students for their efforts and active participation.</b>   | 5 minutes  |