

3. Walky - Talky English

Within the Walky - Talky English lessons we have tested the methodology on two different environments using two different sets of vocabulary and instructions.

Lesson 1:

Environment: city centre

English grammar matter:

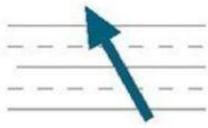
- asking for directions
- present simple and present continuous tenses

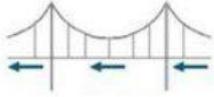
Vocabulary:

Vocabulary “Getting around” our city
names of places (Town hall, Main square etc.)

Flash-cards (example, scanned, mirror format):

<p>Bydlí na Lannově ulici č. 275</p>	<p>Bydlí na Lannově ulici</p>	<p>He lives in Lannova street [hi livs in Lannova stri:t]</p>	<p>He lives at 275 Lannova street [hi livs at 275 Lannova stri:t]</p>
 <p>Bludný kámen</p>	<p>Zahněte první ulicí doleva</p>	<p>take the first street on the left [tejk d fə:st stri:t on d left]</p>	<p>Wandering stone [uanderin' stoun]</p>
 <p>radnice</p>	<p>na náměstí</p>	<p>in the square [in d skue:r]</p>	<p>tawnhall [,taʊn 'hɔ:l]</p>

in front of [in front of]	cross the street [kros d stri:t]	 přejít přes silnici	 před
behind [bihajnd]	Samson fountain [faʊn.tɪn]	Samsonova fontána	 za
go past [gou pa:st]	step over [step ouvə]	překročit	jít kolem něčeho

 Přejít přes most	 Jít rovně	go straight [gou streit]	cross the bridge [kros d bridž]
 Zabočit doprava	 Zabočit doleva	turn left [tɜ:n left]	turn right [tɜ:n rait]
Promiňte, jak se dostanu k...?	 Vrátit se	go back [gou bak]	Excuse me, how can I get to...? [ɛxkjuz mi, hau can ai get tu...]

Lesson plan:

Physical activity	English lesson	Time estimate
Walk	Perception of the environment	5 min
stop	Introducing the topic, what we will learn and do. At each location, take a picture	5 min
Walk	Perception of the environment	5 min
Stop	Hand out the flashcards " getting around ". Read the words, one at a time. First students listen without reading, and then they read along.	5 min
Walk	Learners memorize the vocabulary during the walk	5 min
Stop	Ask for some direction (in our case Golden Bridge), students should answer where it is in English. Then we go to that direction. Practice: cross the bridge / street / go past Practise saying There is something.	10 min
Walk	Practice vocabulary in pairs while walking.	5 min
Stop	Another question for direction (Iron Maiden), students reply and we go there. Practise saying There is something.	5 min
Walk	Practice vocabulary in pairs while walking.	10 min
Stop	Park (swimming pool) / game of present continuous (people show activity and other students guess what it is saying: she is ...ing.	5 min
Walk	Practice saying what is happening around us in pairs while walking.	10 min
Stop	Town Hall (statues of four virtues) Practise (in front of, behind, in at on the street, in the square) Practise: Where is the fountain? Where is ...	10 min
Stop	Wandering stone (Where is the wandering stone?) Find it, what is the legend? I am standing on (at) the wandering stone... (step over)	5 min

Lesson 2:

Environment:

natural reservation "Vrbenské ponds"

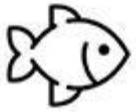
English grammar matter:

- numbers (many, much, few, more, less...)
- present simple and present continuous tenses
- prepositions

Vocabulary:

Vocabulary "Fauna and flora around the ponds"

Flash-cards (example, scanned, mirror format):

 Tráva	 Vítr	wind [wind]	grass [gra:s]
 Květina	 Rybník	pond [pond]	flower [flauə]
 Strom	 Ryba	fish [fiš]	tree [tri:]

 <p><small>Illustration by: [unreadable]</small></p> <p>Větev</p>	 <p><small>Illustration by: [unreadable]</small></p> <p>Pták</p>	<p>bird</p> <p>[bɜ:d]</p>	<p>branch</p> <p>[brɑnč]</p>
 <p>Vzduch</p>	 <p><small>Illustration by: [unreadable]</small></p> <p>Voda</p>	<p>water</p> <p>[wo:tə]</p>	<p>air</p> <p>[e:ə]</p>
 <p><small>Illustration by: [unreadable]</small></p> <p>Keř</p>	 <p><small>Illustration by: [unreadable]</small></p> <p>Brouk</p>	<p>beetle</p> <p>[bi:tl]</p>	<p>bush</p> <p>[buš]</p>
<p>bee</p> <p>[bi:]</p>	<p>leaf</p> <p>[li:f]</p>	 <p><small>Illustration by: [unreadable]</small></p> <p>List</p>	 <p><small>Illustration by: [unreadable]</small></p> <p>Včela</p>
<p>butterfly</p> <p>[batəfla:i]</p>	<p>sun</p> <p>[san]</p>	 <p><small>Illustration by: [unreadable]</small></p> <p>Slunce</p>	 <p><small>Illustration by: [unreadable]</small></p> <p>Motýl</p>
<p>walk</p> <p>[wo:k]</p>	<p>path</p> <p>[pa:th]</p>	 <p><small>Illustration by: [unreadable]</small></p> <p>Chodník</p>	 <p><small>Illustration by: [unreadable]</small></p> <p>Procházka</p>

Lesson plan:

Physical activity	English lesson	Time estimate
Walk	Perception of the environment	10 min
stop	Hand out the flash cards, quick look on the cards (vocabulary), training of the pronunciation – in group	5 min
Walk	Learners memorize the vocabulary during the walk	10 min
Stop	Group work, the trainer repeats vocabulary aloud and points at the items Hand out the instruction card Trainer goes through the instructions in group	5 min
Walk	Learners do the exercise on the instruction card individually, repeating them during entire walk period	10 min
Stop	Groups work on the exercises one more time, the trainer asks learners, they answer and the trainer corrects the mistakes	10 min
Walk	Learners memorize vocabulary one more time, using selected features from the grammar matter Learners do the exercise one more time following the instruction card	10 min

Instruction card:

1. Describe what you see. Use phrases: I can see... There is...

Example: There is a pond. I can see tree (trees). There is a sun.

2. Say aloud:

I can see a path.

This is a pond.

There is a duck.

I am on the walk.

The sun is shining.

This is a tree.

There are branches and leaves on the tree.

I can see a flower.

I am breathing the fresh air.

It is windy. (It is not windy today).

There are fish in the pond.

3. Ask your colleague:

How many trees do you see? (Many...)

Can you see any bushes?

How many flowers are there?

Can you see a bee (butterfly, beetle)? I can see none.

How many fishes there are in this pond?