



Win your love back!

Overview

Linguistic dimension

CEFR Level	Skills	Duration	Target language
B1/B2	Writing Listening Speaking	5x45	English or any other

ICT dimension

ICT resources

- **Penzu** (<https://penzu.com>)
- **PPT presentation**
- **Google Drive**
- **Chogger** (<http://chogger.com>)
- **music video clip on YouTube**
(<https://www.youtube.com/watch?v=m20BTdy9FGI>)
- http://batlyrics.net/dear_darlin-lyrics-olly_murs.html
- A quiz on Google Drive at
https://docs.google.com/forms/d/1IZZ-emAnI0ozHq5Hxedwh5xddrgRHBqCxdfQO_HQR8/viewform
- A scene from the film “Notting Hill” on YouTube
(<https://www.youtube.com/watch?v=GowL3gRf8hY>)
- **Polldaddy** (<https://polldaddy.com>)
- **Wordle** (<http://www.wordle.net>) or **Tagul**
(<http://tagul.com>)
- **Smilebox** (<http://www.smilebox.com>)
And a choice between
- **Letterpop** (<http://letterpop.com>)
- **Imagechef** (<http://www.imagechef.com>)
- **Animoto** (<http://animoto.com>)
- **Photoshow** (<http://www.photoshow.com>)
- **Pixton** (www.pixton.com)



	<ul style="list-style-type: none"> • Domo Animate (http://domo.goanimate.com) • Power Point, or Prezi (http://prezi.com) • Brainshark (http://www.brainshark.com) • Vocaroo (http://vocaroo.com)
ICT competences	<ul style="list-style-type: none"> • use an online free diary to express feelings • work out the order of the photos presented and come up with a likely plot • watch the video and the lyrics of a song on the Internet • do a quiz on Google Drive • run an opinion poll in class using Polldaddy • Make word clouds using Wordle or Tagul • Choose between a variety of ICT tools to create a written message / a photo message / an ecard/ a video text or a comic strip • Use Padlet to present a post
Detailed description of the task	
Situation / theme(s)	Writing a message / letter to a beloved one
I can...	<ul style="list-style-type: none"> • I can understand the main point(s) of a video clip on topics of personal interest. • I can understand the description of feelings or wishes in personal letters. • I can write simple connected text on topics of personal interest. • I can write personal letters describing experiences and impressions. • I can relate the plot of a film (or video clip) and describe my reactions. • I can briefly give reasons and explanations for opinions. • I can enter unprepared into conversation on topics that are familiar, or are of personal interest.
Product	a message (oral, written or video) using <u>at least one</u> ICT tool.
Product requirements or prerequisites	In order to implement this lesson, an IWB is necessary as well as computers/ tablets for the learners so they can use the free software suggested. In most cases, learners need to create an account for using this software.
Process	Pre-task
	Activity 1: What do these words have to do with a breakup?



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You have just broken up with someone you loved very much. Use the words in the table below in sentences and Penzu (<https://penzu.com>) to describe your feelings in a short paragraph. Pair up with a student of the opposite gender. Listen to your partner's ideas and say whether these can persuade you to go back to him/her.

Words to use:

Cold **Sweet** words arms shake mean think sink **Hold**

Activity 2 : What's the story?

The teacher has prepared a photo strip through any comic strip tool, e.g. Chogger (<http://chogger.com>). The photos tell a story used on a music video clip and are in jumbled order. The photos are captured from the music video on YouTube (<https://www.youtube.com/watch?v=m20BTdy9FGI>). The teacher divides the students into small groups (3-4 per group) and directs them to the strip webpage (<http://cho.gr/Yofs5>). S/he asks them to work out the order of the photos, and come up with a likely plot. At the end, the students exchange their stories.

Example of Chogger strip:





Activity 3

Watch the music video clip on YouTube (<https://www.youtube.com/watch?v=m20BTdy9FGI>) and check the right order of the photos. Then, tell the class which plot is nearest to the scenario of the song

Activity 4

Click on http://batlyrics.net/dear_darlin-lyrics-olly_murs.html, watch the video and the lyrics and do the quiz on it prepared for you on **Google Drive** at https://docs.google.com/forms/d/1IZZ-emAnII0ozHq5hxedwh5xddrgRHBqCxfQO_HQR8/viewform.

Task cycle

Activity 5

Watch the following scene from the movie 'Notting Hill' starring Hugh Grant and Julia Roberts on **YouTube** (<https://www.youtube.com/watch?v=GowL3gRf8hY>) and individually respond to the opinion poll on <https://poldaddy.com/poll/8224408> and discuss the results in class.

Activity 6: How would you describe the two actors' feelings?

Make 2 word clouds using **Wordle** (<http://www.wordle.net>) or **Tagul** (<http://tagul.com>) one for William Thacker (Hugh Grant) and one for Anna Scott (Julia Roberts) using adjectives that describe what they feel during the interview scene.

Activity 7: How would you win back your love?

Choose **your own** impressive way to win back your love. Your task is to create a message (oral, written or video) message using **at least one of the following** ICT tools.

Modes of expression

Use Letterpop (<http://letterpop.com>) to create a written message



illustrated with related photos.

Use Imagechef (<http://www.imagechef.com>) to create a photo message applying an effect of your choice on a photo and adding a written message (or caption) to it.

Use Smilebox (<http://www.smilebox.com>) to create an ecard with your message.

Use Animoto (<http://animoto.com>) to create a video text.

Use Photoshow (<http://www.photoshow.com>) to create a photo presentation adding your message in captions and/or bubbles on the photos and selecting any other available effect.

Use Pixton (www.pixton.com) to create a comic strip with your personal message.

Use Domo Animate (<http://domo.goanimate.com>) to create an animated story with your message.

Use Power Point, or Prezi (<http://prezi.com>) or Brainshark (<http://www.brainshark.com>) to create a presentation with your message accompanied by an audio file with your voice. To record and save an audio file with your own voice use Vocaroo (<http://vocaroo.com>).

Activity 8: Let's turn the song into a letter.

You are the singer. You decide to write a letter to your beloved one to express your feelings and dedicate your song to her/him. The letters are collected and read anonymously to the class to vote on which one was the most touching.

Language focus

Activity 9

The song resembles a letter. Listen to the song again and with a partner put in order the different functions the singer uses in his musical letter (1-6)



supplying the corresponding phrases used in the lyrics.

Order	Functions (in verbs)	Phrases used
	He regrets	
	He explains	
	He remembers	
	He apologises	
	He confesses	
	He promises	

Activity 10

(The teacher prepares a graph though Microsoft Smart Art Graphic or any other similar tool)

The graph below shows the structure of a personal letter. Working with your group, put the **verbs of Activity 9** in the blank boxes of the graph, providing examples from the song lyrics.

Note: The coloured boxes show the information that belongs to the same category, while all **blank boxes** on the 3rd column are to be filled with the sample lyrics. You can add, remove or edit boxes.

Parts of the letter	Functions	Lyrics





	<p>Activity 11</p> <p>You are missing your boyfriend/girlfriend a lot. You decide to contact him/her through a greeting card to ask something of him/her, but you feel hesitant. Use Smilebox (http://www.smilebox.com) to create the card in writing a message that will begin by <i>“I was wondering if ...”</i>. Remember to be clear, but polite and tactful.</p>
Division of roles (optional)	Pair work – group work
Consolidating activities suggested or follow up plan	The activities in the language focus cycle act as consolidation of the newly acquired knowledge. Additionally, the graph in Activity 10, lays a clear outline for a composing a letter and gives the chance to learners to compare it to a model (from the lyrics of the song).



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Success factors or evaluation criteria	<p>Students have carried out the tasks well if they have successfully reached the outcome of the lesson using the suggested ICT tools. The teacher can provide students with a self - evaluation sheet to check if they have responded appropriately to the CEFR criteria set for this lesson namely the following “can do” statements:</p> <ul style="list-style-type: none"> • I can understand the main point(s) of a video clip on topics that interest me. • I can understand how people feel or what they wish for in personal letters. • I can write simple texts on topics of personal interest. • I can write personal letters describing experiences and impressions. • I can relate the plot of a film (or video clip) and describe my reactions. • I can briefly give reasons and explanations for opinions. • I can talk about topics that are familiar, or are of personal interest.
Adapted by	<p>Vasiliki (Bessie) Gioldasi, M.Ed besyiol@yahoo.gr Dr. Ioannis Karras karrasid@gmail.com</p>
Acknowledgements	<p>Based on material created by Ms. Marianthi Kotadaki, EFL State School Advisor of Ilia</p>

Didactic added value of the task and other information

Practical hints for teachers	<p>Some of the activities can be skipped or assigned as homework if the teaching exceeds set time limits. In activity 7 a range of ICT tools are proposed. The task caters for differentiated learning so the teacher can act according to his/her teaching reality and use some of the suggested ICT tools. Introduction of the uses of the suggested software should have been made before the actual teaching takes place.</p>
Additional methodological or	<p>The lesson presented above is based on a popular song (Dear</p>



<p>didactic comments</p>	<p>Darling). However, the theme of a breakup is very common and the teacher can always find a new version of it.</p>
<p>Reasons why this task is a model of best practices</p>	<p>It is based on material used for EFL teacher training aiming at presenting a motivating way for teenagers to produce writing texts.</p>
<p>Impact that it is expected to have on the teaching practices and attitudes</p>	<p>There are lots of user-friendly online tools which teachers can easily adopt and incorporate in their teaching situations. Teachers familiarize themselves with the use of TBLT methodology by organising their teaching based on the 3 task-cycles.</p>
<p>Reasons why this task travels well</p>	<p>It uses a lot of online tools which motivate and appeal to teenage learners. The theme of love and breakup is a universal one and it appears in all languages and cultures, but it is not often dealt within the EFL classroom. <u>Note: This may be a sensitive topic for students from different ethnic/cultural backgrounds.</u></p>
<p>Rationale and/or theoretical underpinnings of the task</p>	<p>The lesson is organised in the 3 cycles (pre-task, task, language focus) based on Willis & Willis' view of task-based learning and teaching</p> <div data-bbox="808 1144 1234 1549" data-label="Diagram"> </div> <p>Table 1. Components of the task-based learning framework (adapted from Willis, 1996, p. 38).</p>