



ACTIVITY: DREAM ADVENTURE

Country: Germany

<p>TITLE OF ADAPTED ACTIVITY</p> <p>Dream adventure</p>
<p>EDUCATIONAL LEVEL FOR WHICH IT IS ADDRESSED TO</p> <p>Secondary school, grade 7</p>
<p>LANGUAGES CONCERNED IN THE ACTIVITY</p> <p>English (+ additional languages for key words)</p>
<p>TECHNOLOGIES CONCERNED</p> <ul style="list-style-type: none"> ● Digital devices with access to the internet ● Padlet or TaskCards ● Online dictionaries
<p>SUBJECTS CONCERNED</p> <p>English</p>
<p>OBJECTIVES OF THE ACTIVITY</p> <p>The aim of this activity is threefold:</p> <ol style="list-style-type: none"> 1) Students develop their digital competences by searching online for information about a country, using online dictionaries and creating multimodal digital presentations. 2) Students develop their English competences by writing sentences using the chunk “We would like to ...”. 3) Students develop their plurilingual competences as they translate the contents of (a) website(s) into English and look for the translation of key words/phrases.
<p>DESCRIPTION OF THE REAL CONTEXT</p>

- Class 7 at a German secondary school, English taught as a foreign language
- Many students have diverse linguistic and cultural repertoires, which may or may not affect them in their choice of a country they would like to visit.

DESCRIPTION OF THE ACTIVITY

Pre-activity:

- Teacher sets the context: *“The school holidays are about to start soon! You will have no homework, no exams to study for. You will have lots of free time. What would you like to do? Where would you like to go? I would like to go to ... Where would you like to go?”*
- The teacher writes down some of the students' answers and then explains the activity: *“Today, you have the chance to imagine your dream adventure!”*

Core activity: Imagining a dream adventure

- Students are put into small groups. They choose a non-English speaking country and create a multimodal digital presentation (including pictures, audio, videos) on Padlet/TaskCards.
- They are allowed to search online for information about their chosen destination.
- The task instructions read as follows:
 - Answer the questions in complete sentences.
 - *Which country would you like to visit?*
 - *What sights would you like to see?*
 - *What dish would you like to try there?*
 - *Think of at least three words, phrases or short sentences (in the language of the country that you would like to visit) that you think are important for your dream adventure.*
 - You can use:
 - <https://www.collinsdictionary.com>
 - <https://translate.google.com>
 - <https://www.deepl.com/translator>
 to look for translations.
 - You can use <https://pixabay.com/> or <https://unsplash.com/> to find pictures.
 - Students can add further information to describe their adventure in more detail.
 - Ideally, the teacher should create a model for students.
 - The classmates read about the dream adventures, ask questions/make comments and rate the dream adventures (using stars) on Padlet/TaskCards.

Follow-up activity:

- In class, students talk about the most important aspects for an exciting dream

adventure.

- Moreover, they reflect on the process of creating a dream adventure and the different activities they did (searching for information, translating key words/phrases, creating a multimodal product, evaluating the dream adventures of their peers).
- Some possible questions the teacher could ask students to reflect:
 - 1) How easy/difficult was it to find the translations?
 - 2) Can you pronounce the words/phrases? Why (not)?
 - 3) If there are students speaking any of the languages, they can be asked to check the translations/support their classmates. The accuracy of online translations can be discussed.

TIMING

This activity can be used at any time. It may be especially interesting before any kind of school holidays.

ASSESSMENT

The teacher can evaluate students' multimodal presentations.

EXPECTED RESULTS

This activity is expected to motivate students: They get to use their imagination and create their own adventure. This meaningful context gives them an authentic reason to use and practice the chunk "I/We would like to ...", thus developing their English skills. The students develop their digital skills (using search engines, online dictionaries, Padlet/TaskCards). The students also expand their cultural knowledge as they do research on the kinds of sights and food they would like to try in the country. Moreover, this activity provides an opportunity for discussion about languages based on students' experiences: When going abroad, it may be considered polite to learn a few words/chunks in the language of the country; accuracy may not be as important and local people may appreciate the effort; there are different ways to communicate with each other (non-verbal, code-switching).

