

# DOGME IN ENGLISH LANGUAGE TEACHING

## LESSON PLAN 1

### THE SOUNDS OF SILENCE

**Using the whole classroom** – you don't need to reach for published materials to generate vocabulary. Language is all around us, waiting to be tapped.

#### Preparation

Open the windows. If your classroom doesn't have windows, open the door.

#### Set it up

Tell the class: *Be very quiet for one minute. Don't speak, just listen to the sounds inside and outside the classroom.* Silence, with a smile, anyone who speaks.

Give everyone a Post-it note, and explain that you want them all to write down something about what they can hear – a description of the sounds or even a response to them: what the sounds make them think or feel. You can write some example phrases on the board: *I can hear some birds singing. The sound of birds makes me think of the countryside.*

#### Let it run

Everyone writes down something about what they can hear: a description of the sounds, a response to them, what they think, what they feel. They put their notes up on the wall.

People walk around the room and read what everyone else has written. They choose their favourite note, apart from their own, and stand next to it.

When everyone is ready, they tell the class why they like the note they have chosen.

#### Round it off

Starting with the words that people have written down, and adding words of your own, list on the board as many words as possible to describe what can be heard, inside and outside the room.

Think of everything from ticking watches (or beeping mobiles) to the hum of the neon lights.

Explain, refine and extend the language that has emerged, as appropriate.

#### Follow-up

Working individually, people imagine they are somewhere very different and write down what they can hear there. They show you their first draft and make any improvements and suggestions. They read out their second draft to the class: everyone has to guess the place they are describing.

**Variation:** instead of writing, the class draw what they hear.

## LESSON PLAN 2

### SPACE TRAVELLERS

**Using your surroundings as stimulus** – moving around the room and making the most of all the available space is good for people's energy levels: movement also dramatizes debate around simple statements.

#### Preparation

Prepare a number of statements that might provoke a range of opinions. They don't need the statements you believe, just once that you think will get people talking. For example: *I like Mondays. Homework is a waste of time. TV is bad for you. Cheese is delicious.*

Write the following phrases, each on a large sheet of paper:

*Agree, Disagree and Not Sure*

#### Set it up

Place the *Agree* sheet at one end of the room, the *Disagree* sheet at the other, and *Not Sure* in between the two, in the middle of the room.

Tell people that these represent three 'positions' they can take, depending on how they feel about the statement you are going to write on the board.

Write one of the statements on the board.

#### Let it run

Each person stands up and moves to the appropriate part of the room. They then tell the people nearest them why they have chosen that place to stand.

On your invitation, people start to explain the position they have chosen to the whole class. Don't challenge the reasons they give, but do ask them to tell you more, helping with language as appropriate.

While this is happening, you note on the board examples of the language that you help with – including words that caused problems and any phrases that you added to the conversation.

#### Round it off

Invite people to move if they heard anything persuasive and to tell the class why they are moving.

Discuss the language on the board and check meaning.

Add a twist to your initial statement. In the examples above you could substitute Friday for Monday, the Internet for TV and so on. Invite people to move again and ask those who have moved why they have done so.

## Follow-up

Using some of the words you have written on board, everyone writes down their opinion of the original statement and then of the 'twisted' statement.

You can watch a sample lesson at: [www.dogma-lesson-meddings-exeter](http://www.dogma-lesson-meddings-exeter)

**Poniżej znajdują się linki do stron internetowych, na których nauczyciele języka angielskiego znajdą ciekawe pomysły do wykorzystania na lekcjach.**

## Audio-Visual Self-Study

British Council podcasts and videos:

'Word on the street' ( Listening) - <http://learnenglish.britishcouncil.org/en/word-street>

'Britain is great" (videos, documentaries – <http://learnenglish.britishcouncil.org/en/britain-great>

'Big City Small World' (listening, series, stories) – <http://learnenglish.org/en/big-city-small-world>

'I wanna talk about...' (different subjects) <http://learnenglish.britishcouncil.org/en/talk-about>

## Listening

[www.listenaminute.com](http://www.listenaminute.com)

[www.5minuteenglish.com](http://www.5minuteenglish.com)

[www.listen-to-english.com](http://www.listen-to-english.com)

[www.esl-lab.com/slang](http://www.esl-lab.com/slang)

[www.listen.org](http://www.listen.org)

[www.usingenglish.com/links/detailed](http://www.usingenglish.com/links/detailed)

[www.developingteachers.com/articles](http://www.developingteachers.com/articles)

[www.onestopenglish.com/tefl](http://www.onestopenglish.com/tefl)

[www.soundsenglish.com](http://www.soundsenglish.com)

## General websites for self-study

[www.engames.eu](http://www.engames.eu)  
[www.interactive.cambridge.org](http://www.interactive.cambridge.org)  
[www.cambridgeenglishonline.com](http://www.cambridgeenglishonline.com)  
[www.englishclub.com](http://www.englishclub.com)  
[www.bbc.co.uk/worldservice/learnenglish/general/sixminute](http://www.bbc.co.uk/worldservice/learnenglish/general/sixminute)  
[www.bustteacher.com](http://www.bustteacher.com)  
[www.famouspeoplelessons.com](http://www.famouspeoplelessons.com)  
[www.linguahouse.com](http://www.linguahouse.com)  
[www.englishpage.com](http://www.englishpage.com)  
[www.perfectenglishgrammar.com](http://www.perfectenglishgrammar.com)  
[www.eslflow.com](http://www.eslflow.com)  
[www.teach-this.com](http://www.teach-this.com)  
[www.tedlingua.com](http://www.tedlingua.com)  
[www.ellentube.com](http://www.ellentube.com)  
[www.edublogs.com](http://www.edublogs.com)  
[www.filmenglish.com](http://www.filmenglish.com)  
[www.lessonstream.com](http://www.lessonstream.com)  
[www.reddit.com](http://www.reddit.com)  
[www.breakingnewsenglish.com](http://www.breakingnewsenglish.com)  
[www.esldiscussion.com](http://www.esldiscussion.com)  
[www.google.com](http://www.google.com)  
[www.lyricstraining.com](http://www.lyricstraining.com)  
[www.firstschool.com](http://www.firstschool.com)  
[www.everythingsl.net](http://www.everythingsl.net)  
[www.rachel'senglish.com](http://www.rachel'senglish.com)  
[www.fluent.com](http://www.fluent.com)  
[www.ed.ted.com](http://www.ed.ted.com)  
[www.besttedtalks.com](http://www.besttedtalks.com)  
[www.grammarly.com](http://www.grammarly.com)  
[www.storybird.com](http://www.storybird.com)  
[www.vitrualwritingtutor.com](http://www.vitrualwritingtutor.com)  
[www.dictagloss.com](http://www.dictagloss.com)

## International news sites

[www.bbc.com/news](http://www.bbc.com/news)  
[www.theguardian.com/uk](http://www.theguardian.com/uk)  
[www.nytimes.com](http://www.nytimes.com)  
[www.ft.com/home/us](http://www.ft.com/home/us)  
[www.economist.com](http://www.economist.com)  
[www.washingtonpost.com](http://www.washingtonpost.com)

[www.dailymail.co.uk/ushome](http://www.dailymail.co.uk/ushome)

[www.news.sky.com](http://www.news.sky.com)

[www.edition.cnn.com](http://www.edition.cnn.com)

[www.euronews.com](http://www.euronews.com)

[www.timesofmalta.com](http://www.timesofmalta.com)

[www.maltatoday.com.mt](http://www.maltatoday.com.mt)