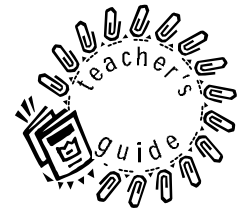


A NEW FRIEND AT AN INTERNATIONAL SUMMER CAMP - GUIDE



◆ **Domain:**

Social interaction

◆ **Benchmark:**

Engage in longer conversations

◆ **Domain:**

Appreciation of culture

◆ **Benchmark:**

Compare different cultural practices, behaviors and traditions with their own

◆ **Description:**

Working in pairs, students are asked to create a dialogue between two teenagers from different countries who are attending an international summer camp together. This short dialogue should be taped onto a cassette for assessment purposes.

◆ **Rationale for choice of topic:**

Students should be prepared for situations in which they might have to use English to communicate with strangers. Setting this situation in a summer camp for teenagers allows the students to speak about subjects that interest them. They will have to be 'culturally sensitive' to similarities and differences between teenagers from other countries.

◆ **Suggestions for implementation (prior to and/or during):**

Discuss with the students what the purpose of an international summer camp might be; the kinds of activities, the kinds of people they would meet, accommodations, foods and possible problems. Ask the students to imagine that they have been chosen to attend such a camp (perhaps some of your students have already had such an experience). Brainstorm the topics they could discuss with someone they have just met.

Another idea is to ask the students to converse during a specific activity or at a certain point in time. You might also brainstorm ideas for this. For example: before boarding the bus to the camp, at dinner, after a 'getting to know you' game or during a sports event.

Students can speak from notes of points they will talk about. The cassettes should be taped during the English lesson. You may ask them to play the cassette to the class and receive peer assessment.

◆ **Suggested time allotment:**

Double lesson

◆ **Prerequisites:**

- Knowledge of Past, Present and Future Tenses, especially question forms
- Ability to express oneself orally
- Experience in oral dialogue
- Knowledge of vocabulary related to topics of interest

Name: _____

Class: _____



A NEW FRIEND AT AN INTERNATIONAL SUMMER CAMP - TASK

In this task you will be asked to have a conversation with a new friend:

You are at an international summer camp. Teenagers have come there from all over the world. You meet a teenager from Canada. You introduce yourself and get to know each other.

Suggested topics – music, TV, clothes, family, leisure activities, customs, festivals, school, sports, or anything else that interests you.

In pairs **tape** a dialogue between yourself and your new friend. Each one of you should interact with the other (speak) at least five times.



Note:

Read the checklist before you start working and fill it in when you finish.

A NEW FRIEND AT AN INTERNATIONAL SUMMER CAMP - CHECKLIST

What to check	✓
Before we taped the conversation, we discussed the task.	
We worked together and planned our dialogue.	
We prepared notes of points we could talk about.	
We practiced our dialogue before we taped it.	
Our conversation sounded natural.	
We spoke fluently.	
We pronounced our words correctly and clearly.	
We paid attention to correct verb tenses.	

A NEW FRIEND AT AN INTERNATIONAL SUMMER CAMP - RUBRIC

Dimension	Speech	Interaction	Vocabulary	Language Usage
Criteria	<i>Fluency Pronunciation</i>	<i>Flow of conversation</i>	<i>Appropriacy to topic Range</i>	<i>Grammar</i>
Grade Level				
On Target 5	Generally fluent with no hesitations. Generally comprehensible pronunciation.	Natural flow of conversation – interact with each other. Also use of conversation fillers.	Vocabulary is appropriate to topic. Vocabulary is rich and varied.	Generally tenses are correct, both in form and use.
4				
On Your Way 3	Some degree of fluency, but a few hesitations. Some mispronunciations, but do not detract from comprehension.	Conversation generally flows.	Vocabulary is usually appropriate to topic. Range of vocabulary is adequate.	Some mistakes in use and/or form of tenses.
2				
Starting Out 1	Mostly hesitant. Mispronunciations make it hard to follow what is said.	Conversation lacks flow.	Vocabulary is inappropriate to topic and/or text type. Vocabulary is poor and limited.	No sense of understanding use of tenses; mistakes in form detract from listener's understanding.

International Summer School

دولة إسرائيل
وزارة التعليم
قسم التفتيش في اللغة الإنجليزية

إستمارة للطلاب الذي يؤدي وظيفة

الآن قد اتهيتم العمل في وظيفة الإنجليزية, يهنا ان نطلع على التجربة التي مررتم بها لكي نحسن مستوى هذه الوظيفة. لذلك نرجوكم ان تخصصوا بضعة دقائق من وقتكم للإجابة على الأسئلة المرفقة بهذا (عليكم الإجابة بالعربية).
نشركم مسبقا على تعاونكم هذا.

* هل قابلتم خلال دراستكم في الصفوف الإعدادية (في جميع المواضيع الدراسية) وظائف من هذا النوع؟ نعم/لا (أحيطوا بدائرة على الجواب الصحيح).

• ماذا أحببتم بشكل خاص في الوظيفة وماذا لم تحبوا؟ فصلوا.

أحببت في الوظيفة انما عملت في نفس الوقت تعلمت ايضا تفيدنا
والمشاكل التي ايضا عملت معها

* ماذا كانت الصعوبات في تنفيذ الوظيفة؟ فصلوا (إذا كانت هناك عدة أسئلة في الوظيفة. لا تتنصوا أن تذكروا رقم السؤال الذي تعنوه).

الصعوبات التي كانت في العمل والتسجيل كانت تفيدنا جدا

• ماذا كنتم متغيرون في الوظيفة؟ فصلوا.

المواضيع التي كنت عنها راضية ان اريد ان تكون الحشر
تصبح اكثر حيا

• ماذا كنتم متغيرون في Checklist؟ فصلوا.

في اختبار الحشر

• هل لديكم ملاحظات/ توضيحات/ أفكار تريدون أن تشاركوننا بها؟ فصلوا.

عند رؤية اننا منظران في كنفنا اننا ايضا
عملنا في حشرنا ايضا تفيدنا في الامانة

