

Teacher dissemination

ACTIVITY PLAN: BIOLOGY FOCUS ON
SPEAKING



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MARKET GAME

(Speaking Activity)

INFORMATION FOR THE TEACHERS

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Subject: Biology (adjustable to any subject)

Topic: Respiratory system (adjustable to any topic)

Grade: secondary level (15-17 years old students)

Language level: B1 – B2

Type: activity plan


<p>Activity type: Speaking, Mediation</p> <p>Subject: Biology</p> <p>Focus: Pre-teach/pre-learn subject-specific vocabulary, foster peer learning</p> <p>Content objectives: Learn and understand meaning of specific concepts and interrelations between them</p> <p>Language objectives: Enlarge vocabulary on a subject-specific topic</p> <p>BMDL(s): Bi-, multi- and translingual dimension, Multisemiotic dimension</p> <p>CDF(s): Define, Describe</p> <p>Preparation/Materials: a set of concept cards (one card per a student)</p> <p>Level: B1 – B2</p>	<p>Introduction: The <i>Market Game</i> is an engaging language activity in which students act as "sellers" and "buyers" of knowledge. Each student receives a concept card with a specific word, phrase, or idea. The objective is to explain their concept to as many classmates as possible while also collecting definitions from others. This activity is particularly beneficial in the vocabulary pre-teaching stage of the lesson or in the fixation one.</p> <p>There are several benefits of this activity:</p> <ul style="list-style-type: none"> - improves speaking and listening skills - reinforces concept understanding - builds confidence in explaining ideas - encourages active movement and engagement <p>Activity description:</p> <ol style="list-style-type: none"> 1. The teacher creates a set of concept cards (such as vocabulary words, scientific terms, historical events, etc.). On one side of each card, a concept is written along with its translation in the students' first language (L1) and, if possible, an image illustrating the concept. The reverse side of the card provides the definition of the concept. 2. Each student is given one card with a concept they must describe/define. 3. Students walk around the classroom, approaching others as if they were in a marketplace. 4. They take turns describing their concept without using the word itself. 5. After the description, the listener must either guess the concept or summarize the meaning. 6. If the listener correctly understands, they "buy" the explanation and write down the concept in their notebook. 7. The student who described the concept also "buys" the listener's concept in return. 8. Students continue "trading" until they have gathered a set number of explanations.
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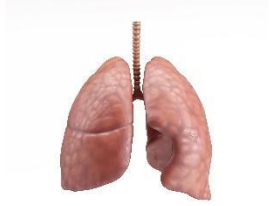
Time:

15 – 20 minutes

Tips:

In a simplified version of the activity students do not have to write down the describe concepts and collect them to achieve a set number of definitions. Instead, they just take turns in describing their concepts with their classmates and try to remember as many concepts as possible in order to, e.g. complete a handout on the related topic as a follow-up activity.

<p>RIB CAGE (hrudný kôš)</p>  <p>https://www.freepik.com/</p>	<p>12 sets of bones that protect the lungs</p>
<p>TRACHEA (priedušnica)</p>	<p>windpipe, main tube that carries air to the bronchi</p>
<p>BRONCHUS/BRONCHI (prieduška/priedušky)</p>	<p>the main passageway(s) into the lungs (one for each lung) stemming from the trachea</p>
<p>BRONCHIOLE (priedušnica)</p>	<p>airway that extends from the bronchus</p>
<p>PHARYNX (hltan)</p>	<p>tube connecting the nose/mouth to the esophagus</p>
<p>LARYNX (hrtan)</p>	<p>tube forming a passage between the pharynx and trachea and holding the vocal cords (voice box)</p>
<p>DIAPHRAGM (bránica)</p>	<p>thoracic muscle that lies beneath the lungs and aids in inhalation/exhalation</p>

<p>NASAL CAVITY (nosová dutina)</p>	<p>the space inside your nose lined with mucuous membrane</p>
<p>UVULA (čapík)</p>	<p>a fleshy extension at the back of the soft palate which hangs above the throat and closes off the nasal cavity when swallowing</p>
<p>EPIGLOTTIS (hrtanová príklopka)</p>	<p>a piece of cartilage which closes the trachea and stops food going down the trachea when swallowing</p>
<p>CILIA (cílie, povrchové vlásky)</p>	<p>tiny hairs that protect the respiratory tract from dust and other particles or microbes</p>
<p>ALVEOLUS/ALVEOLI (pľúcny mechúrik, mechúriky)</p>	<p>tiny air sac(s) at the end of the bronchioles, where gas exchange occurs</p>
<p>LUNGS (pľúca)</p>  <p>https://www.freepik.com/</p>	<p>breathing organs located in the chest</p>