

LESSON PLAN
TOMANAPT(an adaptation of the traditional game)

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Date: February 22nd

Time of lesson: from 7.30 .to 8. 15

Class:5th

Level: pre-intermediate

No. of students: 31

Unit: 6c **Textbook:** Access 1

Lesson Objectives:

- 1. to use ICT as a successful tool when learning a foreign language**
- 2. to make students aware of grammatical categories**
- 3. to develop vocabulary**
- 4. to develop writing skills**
- 5. to encourage cooperation**

Assumptions:

Students are aware of the grammar categories and their denominations.

Anticipated problems:

Some vocabulary items may be found difficult by the students.

Materials:

- Smart board
- Computer

- TOMANAPT software
- markers
- notebooks
- textbook

Activity 1- warm up

Aims:

- to raise student's interest
- to broaden student's knowledge in terms of English language

Procedures:

Students sit 2 at each computer. In pairs , students play the traditional game TOMANAPT, in a table they draw on their computer. The teacher monitors their activity. After 4 games the pair with the highest score wins. Also, answers are discussed openly in class. **THESE GAME ARE PLAYED IN ENGLISH.**

Interaction Timing

S-T-S 15'

Instructions for the game:

The game can be played in as many children as one wants as it involves drawing a table, completing it and then calculating the score. The game requires association skills and good memory as well as wide knowledge of certain fields. The name of the game, TOMANAPT ,is an acronym for : **T**ari(Romanian word for Countries), **O**rase(Towns), **M**unti(Mountains), **A**nimale(Animals), **N**ume(Names), **A**pe(Rivers, seas and lakes), **P**lante(Plants) and **T**otal (Final score). The children draw the table in pen or in pencil, decide on a letter (let's say C) and then , as quickly as possible , they all start writing(by hand) in each column the required information- words denominating the category in the column: countries, towns, mountains etc beginning with the established letter(C in this case). They are not allowed to check any source during the round. Whoever finishes first says STOP. The others stop writing as well even if they have not finished. Each good answer is worth 10 points. Then another round begins after the score is calculated. Another letter is decided on. How do they decide on the letter for each round? They take turns and, let's say, child number 1 starts saying the alphabet in his/her mind and child number 2 says STOP when he/she wants. Child number 1 says what letter he/she was at when his/ game partner said STOP. At the next round child number 2 starts saying the alphabet in his/her mind and child number 3 says STOP when he/she wants.

And so on. The game can be played starting from any other categories the children decide on, but traditionally the categories specified above are used. This game is educational and fun and can be played by children of different ages who are able to write. The difficulty of the game depends on the knowledge the children have acquired up to the moment of playing.

Example: The children, John and Alexandra have decided on the letters C, V and J in each round. They play 3 rounds. In round 1 Alexandra finishes first in the others, John.

John's table

Round	T	O	M	A	N	A	P	T
1	China	Canterbury	-*	Crow	Cristina	-**	-**	40
2	Vietnam	Valencia	Vladeasa(a mountain range in Romania)	Viper	Viorel	Voronet(a small river in Romania)	Violet	70
3	Jamaica	Jibou(a small town in Romania)	Japonezi(Japanese Mountains)***	Jaguar (Jaguar)	John	Jiu (an important river in Romania)	-*	50

Total score=160

Alexandra's table

Round	T	O	M	A	N	A	P	T
1	China	Crevedia (a small town in Romania)	Carpati (Carpathians)	Cuckoo bird	Cristian	Cerna(a river in Romania)	Cucumber	70
2	-*	Videle(a small town in Romania)	-*	Viper	Valentin	-**	-**	30
3	Japan	-*	-*	Jaguar (Jaguar)	Julieta	Jiu (an important river in Romania)	-**	40

Total score=140

John wins this game.

Explanation of the used symbols:

*- the child does not know a word here

** - the child has not finished as another has said STOP

***- this answer is not valid and will not receive the 10 points

Activity 2- Matching categories

Aims:

- to use ICT as a successful tool when learning a foreign language
- to develop vocabulary
- to encourage cooperation
- to make students aware of grammatical categories

Procedure:

Interaction Timing

S-S 20'
S-T-S

1. In their pairs students play the computer game (TOMANAPT software) as many times as possible and, from time to time, to look at the full list of words and what category they each belong to. Each category is discussed and explained.
2. The unfamiliar words are explained and used in examples. The examples are written on the board and in the notebooks. The students may be allowed to use the online dictionaries to see what the words mean. The words relevant for your next step will be insisted on.

Activity 3- Writing a postcard

Aim:

- to develop writing skills

Procedure:

Interaction Timing

S-T-S 15'

Students deal with page 62, Access 1 Student's Book- they read the example, discuss a bit on the form of a postcard.

Individually, they write a postcard to one of their classmates using at least 5 words from the ones in the computer game. (They are visiting a school in UK and they write from there.)

Their productions are presented and feedback is provided.

The 3 best texts are rewarded with a mark of 10.

Homework assignment:

You are on a camp in Write a postcard to your parents using 5 words from the TOMANAPTS software. (the 5 words should be different fomr the ones already used in the class activity)