

Best copy

07066-1

This is just fine as the outline for Project 2.
Can you think of a way to "reverse engineer" Project 1 from it, being sure to satisfy the requirement to use a distinctly different content/context? (= volleyball, but not the language of position + play) ?

FL 508

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First CBI Project

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Subject Area: Sports-Volleyball

Summary: Students will learn the basic principles of volleyball in the target language. We will use TPR in this activity to promote retention of the terminally learned through playing the game.

I don't understand

In-class time: This activity will take approximately four-thirty minute time periods of in-class time during class sessions.

four thirty-minute

Location: The lesson will be held outside of the classroom in an open area.

four-thirty = 4:30

Packet include includes: Eight volleyballs, one net with self-standing posts, and a picture fill to introduce the vocabulary.

Materials needed: There are no other materials needed for this activity however students should be encouraged to wear clothes they will feel comfortable to wear while doing physical activities.

Maybe thick paper + felt pens for them to make pictures or label them

Vocabulary: Students will use volleyball-specific vocabulary through which they will practice first, second and third person conjugation of verbs that require physical actions specific to the sport.

Language proficiency: Novice-low to novice-mid of ACTFL speaking guidelines.

really difficult difficult

much better: NOT (moving toward conjugation)

Student age levels: This activity was developed for students of middle school through college level. It engages students of various age groups because it is a fun physical activity.

Overview: The instructor will arrange the class in a group eliciting information they may know about the sport in their L1 in order to ensure class engagement. The instructor will then point at the various objects used for the sport and name them asking for class repetition of the named materials. The instructor will then pass the balls around to the students and use the picture fill to introduce the vocabulary used when playing volleyball. The teacher will then review the vocabulary by having students practice getting into teams. The instructor will reinforce that only the target language should be used and that students should ask for the vocabulary needed in order to form teams. After the teams are

in L2

07066-2

formed students will practice starting a game. The students will then review the terminology and practice playing the game using only the target language on subsequent class meetings.

Might better do some slow motion, single-movement drills so they don't get paralyzed between trying to play & speak. With 4 sessions you would have time

Vocabulary list:

Team: equipo.
Name: nombre.
To need: necesitar.
Ace: Punto directo.
Ball in: Balón bueno.
Ball out: Balón fuera.
Beach volleyball: Voley-playa
Block out!: Bloqueo fuera.
Dig: Pase de mano baja.
Dive: Plancha.
Hit: Golpeo.
Jugador en zona 1: Zaguero derecho.
Jugador en zona 2: Delantero derecho.
Jugador en zona 3: Delantero central.
Jugador en zona 4: Delantero izquierdo.

Jugador en zona 5: Zaguero izquierdo.
Jugador en zona 6: Zaguero central.
Jump pass: Pase en suspensión.
Match-point: Punto de partido.
Plongeon: Plancha.
Power service: Saque en mate.
Screen: Pantalla. Cortina.
Set: Juego.
Set average: Promedio de juegos.
Setting: Pase de colocación.
Sky service: Saque en suspensión.
Tap: Banda horizontal de la red.
Tie-break: Desempate.
Three man block: Triple bloqueo.

Might divide into functional groups:
1) positions
2) equipment + court
3) moves/ plays

Could also support conjugation by having a bird's-eye view of the court and having them discuss with you where each player stands & what space each covers. If you appear to focus on the space (prepositions like behind, to, from, in front of, and words like left, right, forward, back), you might actually strengthen your main purpose of conjugation by not forcing them to focus directly on it.

I could see a really dynamic activity where they do what beginners so often do wrong: lapse into individual behaviors & neglect teamwork. Example: Does the Zone 5 player play here in zone 3? No!

He stands here + goes from A to C, not P to Q.

Could also include possessives: my zone, not yours/his
could use ^{short} game reports for strengthening comprehension.