Flipped



EAE Learning objectives for this lesson

Learn about how to optimise your learning. Learn about phrasal verbs and practice using them. Discuss and give your opinion.



Activity One: **Discuss** with your teacher.

1. What types of teaching methods have your teachers used throughout your education?
2. Which did you find the most interesting or effective?

Activity Two: **Why do we use the flipped classroom in language learning? Read the article , pay attention to your intonation and stress.**

The flipped classroom requires a lot of organisation and forward planning from teachers. This may be why it's not always used in language teaching. It also changed the dynamic between a teacher and a student. In the more traditional grammar based teaching, students are passive, listening to a teacher talk, learning about the structures of a language in a theoretical manner. The lesson will be delivered by the teacher at the moment of the lesson and the student will often take notes.

Easy Access English uses a communicative teaching method, a natural approach to teaching a second language. Our aim is to use the time of the lesson with the teacher, for student participation. During that time the student is doing most of the talking and the teacher is listening, correcting and encouraging the student or students. Thanks to our use of the flipped classroom we are able to overcome the limitations of class time and optimise student participation. We use all our class time for interactive tasks. The flipped classroom allows our students to learn at their own pace and to combine phases of study; conscious learning, with the subconscious process of learning through using the language. Thanks to the flipped classroom, your sessions with your teacher become fully immersive.

Of course the flipped classroom means that teachers have to make lessons, resources and assignments available to their students online. This type of e learning can be taylor made to each students learning style. It can allow students to find the learning strategies which work best for them. Our team at easy access english is constantly creating new materials which all of our students can use to practice outside of the classroom. We prepare new modules on a daily basis to match the needs and interests of our students.

Whilst resources of many different types are available all over the internet, it's important as a second language learning, not to get confused by too much information! Everyone needs a certain amount of conscious learning to help them to monitor their output, their language production, when speaking. If you are able to study the very language you are about to use, then you can really accelerate your acquisition of the target language.

This is why here at Easy Access English we prepare relevant e-modules, with language you are likely to be using, or grammar which you are ready to learn. We also prepare specific supplementary e learning of a wide variety. This means that you can find relevant ressources on our 'lexique e-learning'. So how do you choose what's relevant to you?

- Choose vocabulary themes which you are likely to use, and therefore acquire through practice on a regular basis.
- Choose grammar themes which your teacher has been working on with you or has recently highlighted as being something you need to work on.

Activity Three: Comprehension. Watch the video and answer the questions.
The flipped classroom model. vhttps://www.youtube.com/watch?v=qdKzSq_t8k8



1. What do students do traditionally?
2. How do they apply knowledge in the flipped classroom?
3. Why does it allow students to learn at their own pace?
4. How does it enrich the classroom?
5. Why does the flipped classroom help the students who really need help?
6. What does 'guide on the side' mean?
7. What can teachers do instead of lecturing?
8. What does the flipped classroom model promote?

Activity Four: **Flip** - origins of a word.

Flip is a short but interesting word. It has many many different uses!
It originated in this way - 1590s - to fillip, to toss with the thumb

- Meaning "to flip a coin" (to decide something) is by 1879.
- Sense of "get excited" is first recorded 1950; flip (one's) lid "lose one's head, go wild" is from 1949, American English; variant flip (one's) wig attested by 1952.

So we can see how the word evolved… now test your knowledge of its meaning by filling the gaps:

1. Please don't flip ..... at me when you see what I've done...
2. It's very dark in here. Would you mind ..... the light?
3. He hurt his back when he flipped ..... his surfboard trying to ride a huge wave.
4. Let's flip ..... the channels until we find something we both want to watch.
5. I found the autobiography very confusing because it kept flipping ..... and forth between the present day and when the writer was a child during the war.
6. After my divorce I decided to flip the ..... on my quiet life and go traveling around the world.
7. He's not interested in reading the news. He always flips ..... the sports section.
8. I don't know what season we're in right now. Yesterday it flipped ..... 25 °C to 12°C
9. Flipping ..... ! What a mess you've made of the kitchen!
10. Oh no the sausages are burning! Can you flip them ……?

Activity Five: **Flip Out - Origins of a phrasal verb**

Old English compound verbs were highly idiomatic, in that the meaning of the compound form did not necessarily reflect the meaning of the root. From these compound verbs (verbs with prefixes and suffixes), developed the Middle English phrasal verb. French was the language of status in England after the Norman Conquest, and phrasal verbs, while common by the fourteenth century were considered informal. Compound verbs were unstressed, while post-verbal particles carried stress, making them stronger and thus preserving their lexical value. All in all they were identified as being more typically English. The incidence of phrasal verbs exploded in Early Modern English. Shakespeare himself applied the form widely throughout the plays. Phrasal verbs were used extensively in Early Modern English dramatic texts because of their variable shades of meaning and productive capacity. Today they are an important part of our language. They allow us to be more precise and offer a more informal tone.

Many words of French or Latin origin are used only for formal situations but as they are cognates, French students of English tend to prefer them. If you learn the phrasal verb equivalent to some of these formal verbs, then you will sound more idiomatic and interesting. You will also improve your comprehension.

Read the paragraph about learning English and fill in the gaps with the following phrasal verbs

believe in / look up / break down / write down / look into / put up

Learning English should be fun and enjoyable. The definition of 'fun' is different for everyone. Some people enjoy _____ the depths of the language. However, it is not all about learning grammar and understanding every rule. Listening to people speaking English on the telephone, on the radio, podcasts etc... can help a lot and means you are learning by listening to something you are interested in.

When you learn a new word in your native language, you don't translate it, you _____ the definition in a dictionary. It is much easier to remember a word when you only have one to think about rather than also remembering the translation. A great idea for new vocabulary is to _____ what you hear in a new word or expression used.

If you find something difficult, ask yourself 'why' and try to find other ways of doing it. _____ the barriers that you _____ for yourself and make mistakes. Making mistakes allows you to think about the language and how you say something. It then allows you to practice more and improve more quickly. Especially in lessons, making mistakes is the best way for your teacher to give you advice on and to practice together the things you need to learn more about.

Remember that everyone has their own learning style and what works well for one person, won't work well for another. _____ your ability to learn new things.

Activity Six - Match the phrasal verb to the image.

- **To give up**
- **To make something up**
- **To break down**
- **To break up**
- **To chat up**
- **To bring up**
- **To come up with**



Activity Seven - **Formal vs Informal**

Here are some verbs you probably recognize because of their French or Latin roots .. can you find phrasal verb alternatives?

Example: To reflect = to think about

To arrive

To consist of

To occupy

To introduce an idea

To commence

To approach

To consume

To become confused

To avoid discovery

To delay

To renovate a room

To economize

Activity Eight - **Opinions** - Using the expressions below give your opinion about the quotations. First read the quotations paying attention to your intonation and stress. Then express your opinion about what the people quoted are saying about education and about which quotations you feel are particularly relevant now, and why.

- **Nelson Mandela said**: 'Education is the most powerful weapon which you can use to change the world.'
- **Bill Gates said**: 'Research shows that there is only half of much variation in student achievement between schools as there is among classrooms in the same school. If you want your child to get the best education possible, it is actually more important to get him assigned to a great teacher than to a great school.'
- **Hellen Keller** said 'The highest result of education is tolerance'.
- **Michelle Obama** said 'The one thing people can't take away from you is your education, and it's worth the investment'.
- **Franklin D. Roosevelt said** 'Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.

Common phrases to express your opinion.

I think…
I believe…
I feel…
In my opinion…
I would say…

To Add strength

I really think…
I strongly believe…
I truly feel… or
In my honest opinion…
In addition…

More Formal phrases

From my point of view…
From my perspective…
In my view…
It seems to me that…



