

Course Title	Classic English Story-Based Animation Workshop
Course Dates	20-24 July 2015
Duration & Frequency	9:30a.m.-12:30p.m. & 1:30p.m.-4:30p.m. Monday-Friday (30 hours)
Featured Storybook	<i>Treasure Island</i> by Robert Louis Stevenson (Scotland, 1883)
Learning Outcomes	<p>Your child will learn <u>in English</u> how to:</p> <ul style="list-style-type: none"> • use new vocabulary related to the storybook theme • think critically such as predict, analyze, judge, reason, and conceptualize • and animation process • collaborate with peers as well as teachers • make an original motion-capture animation
Course Summary	<p>This course features embedded English learning by way of novel reading, critical thinking development, group collaboration, and animation. Your child will study a classic English story for the first half of this course and will then design and produce a one-minute motion-capture animation based on the story. The lessons will include activities to improve pronunciation, grammar, vocabulary, and critical thinking skills. During the second half of the program, students will practice their English while learning the process of motion-capture animation from storyboarding to production to editing. Each student will receive a certificate and a universal link to their animation video.</p>

Additional information about the course:

1. What is embedded learning?

This is a term for a well-established educational method also known as content-based instruction. This is a teaching method whereby students focus on a main topic of interest while using the target language. For example, students who take a cooking class in another language will learn not only how to cook but also how to use the foreign language in that situation. Consider the benefits of content-based instruction:

1. Learners are exposed to a considerable amount of language through stimulating content. Learners explore interesting content & are engaged in appropriate language-dependent activities. Learning language becomes automatic.
2. CBI supports contextualized learning; learners are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Hence students make greater connections with the language & what they already know.
3. Complex information is delivered through real life context for the students to grasp well & leads to intrinsic motivation.
4. In CBI information is reiterated by strategically delivering information at right time & situation compelling the students to learn out of passion.
5. Greater flexibility & adaptability in the curriculum can be deployed as per the student's interest. *(from Wikipedia.com)*

2. What is critical thinking?

This is an absolutely essential skill for modern learners. **Critical thinking is the ability to think clearly and rationally.** It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following:

- understand the logical connections between ideas
- identify, construct and evaluate arguments
- detect inconsistencies and common mistakes in reasoning
- solve problems systematically
- identify the relevance and importance of ideas
- reflect on the justification of one's own beliefs and values

Critical thinking is not a matter of accumulating information. A person with a good memory and who knows a lot of facts is not necessarily good at critical thinking. A critical thinker is able to deduce consequences from what he knows, and he knows how to make use of information to solve problems, and to seek relevant sources of information to inform himself.

Critical thinking should not be confused with being argumentative or being critical of other people. Although critical thinking skills can be used in exposing fallacies and bad reasoning, critical thinking can also play an important role in cooperative reasoning and constructive tasks. Critical thinking can help us acquire knowledge, improve our theories, and strengthen arguments. We can use critical thinking to enhance work processes and improve social institutions. (from <http://philosophy.hku.hk>)

3. What is special about this new GEOS course?

This is the first course of its kind in Singapore. We are pioneers alongside our partners Animate Pte Ltd in designing a course that teaches English in a fun, new way: through animation. A bonus feature of the course is that the animation is based on a classic English story that native English speakers study in school. Therefore students study English indirectly through both a famous English story and the making of an animated video.

We look forward to having you join us!



Course Outline

Course Title: **Classic English Story-Based Animation Workshop**

Featured Storybook: *Treasure Island* by Robert Louis Stevenson (Scotland, 1883)

Storybook Summary: Jim Hawkins and his parents have a quiet inn by the sea. Then one day, an old sailor arrives at the inn. What is he afraid of? Dangerous men come to the inn. Jim's quiet life changes, and he goes across the sea by ship to Treasure Island.

		Day 1	Day 2	Day 3	Day 4	Day 5
Morning Session 9:30a.m.-12:30p.m.	Activity	LESSON 1 1.1 Warm Up (15 min) 1.2 Theme Vocab (45 min) 1.3 Intro <i>Treasure Island</i> (TI) Characters (5 min) 1.4 Design TI Character Posters (40 min) 1.5 Predict the Story (Future Simple) (25 min) 1.6 Grammar: 1 st Conditional (35 min)	LESSON 3 3.1 Warm Up Chat (5 min) 3.2 Vocabulary Game (15 min) 3.3 Storybook Part 3 & Worksheet (45 min) 3.4 Grammar: Prepositions of Place, Phrasal Verbs 1 (60 min) 3.5 Language of Working Together (20 min) 3.6 Logical Sequence (20 min)	LESSON 5 5.1 Warm Up Chat (5 min) 5.2 Grammar: Phrasal Verbs 2 (60 min) 5.3 Storybook Part 6 & Worksheet (45 min) 5.4 Critical Thinking Activity (45 min) 5.5 Review Phrasal Verbs (10 min)	LESSON 7 7.1 Storyboarding & Writing Narration (1 hour) 7.2 Pre Production, making of props (2 hours)	LESSON 9 9.1 Production, animating (3 hours)
	Language Focus	<i>Theme Vocabulary</i> <i>1st Conditional for Predictions</i>	<i>Prepositions of Place</i> <i>Phrasal Verbs 1</i> <i>Language of Collaboration</i> <i>Sequencing</i>	<i>Phrasal Verbs 2</i> <i>Language of Collaboration</i>	<i>Sequencing</i> <i>Language of Collaboration</i>	<i>Commands</i> <i>Directions</i> <i>Verbs, Adverbs</i> <i>Prepositions of Place</i>
Lunch Break 12:30p.m.-1:30p.m.						
Afternoon Session 1:30p.m.-4:30p.m.	Activity	LESSON 2 2.1 Storybook Part 1 & Worksheet (45 min) 2.2 Storybook Part 2 & Worksheet (45 min) 2.3 TI to page 12 Mini-Drama (10 min) 2.4 Personalized Pirates (5 min) 2.5 Grammar: Adverbs of Manner, Verbs (45 min) 2.5 Teaser: Read TI pgs 12-13	LESSON 4 4.1 Storybook Part 4 & Worksheet (45 min) 4.2 DIY Treasure Map (30 min) 4.3 Storybook Part 5 & Worksheet (45 min) 4.4 Grammar: 2 nd Conditional (20 min) 4.5 Interview a Pirate (25 min)	LESSON 6 6.1 Intro (1 hour) 6.2 Storyboarding & Writing Narration (2 hours)	LESSON 8 8.1 Pre Production, making of props (2 hours) 8.2 Production, animating (1 hour)	LESSON 10 10.1 Post Production, recording (1 hour) 10.2 Post Production, editing (1 hour) 10.3 Student Presentation of Animations (30 min) 10.4 Wrap Up Activity (30 min)
	Language Focus	<i>Adverbs of Manner</i> <i>Stronger Verbs</i>	<i>2nd Conditional for Imaginary Situations</i>	<i>Animation Vocabulary</i> <i>Sequencing</i>	<i>Commands</i> <i>Directions</i> <i>Verbs, Adverbs</i> <i>Prepositions of Place</i>	<i>Adverbs of Manner</i> <i>Adjectives</i>