

LESSON PLAN

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SCHOOL: Petraki Kyprianou
CLASS: C2
THEMATIC UNIT: Unit 1, Extreme Living

SCHOOL YEAR: 2018-2019
CEFR LEVEL: B1
DATE: 09.11.2018
TIME: 40'

CEFR

Viewing:

- Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.

Writing:

- Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.

Speaking:

- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.

ATTAINMENT TARGETS - LESSON OBJECTIVES (ΔΕΙΚΤΕΣ ΕΠΙΤΥΧΙΑΣ) & TEACHING TARGETS (ΔΕΙΚΤΕΣ ΕΠΑΡΚΕΙΑΣ)

Attainment Targets

By the end of the lesson ss will be able to:

- 1.1 Give the advantages and disadvantages of a situation
- 1.2 Express their support it with arguments and agree or disagree politely

Teaching Targets

- 1.1.1 Revise Simple Present and Present Continuous
- 2.1.1 Vocabulary: Expressions on how to express one's opinion, express agreement/disagreement

PRIOR KNOWLEDGE:

1. Present Simple and Present Continuous
2. Adverbs of frequency

PROCEDURE:

ACTIVITY 1 – INTRODUCTION

T starts lesson by showing slide n. 1 of the Powerpoint presentation of Alaska to ss.

T explains that Alaska is one of the US states, sparsely populated and notorious for its extremely cold winters as well as its fauna and flora. T asks students if they would like to live in Alaska. T also asks ss “How can you keep warm in winter?” and elicits students’ answers (wear woolly hats, sit near a fire, etc).

ACTIVITY 2:

T distributes the Worksheet to ss before watching the video. She reads the instructions of Ex. 1 of the Worksheet. T plays the video and then asks ss to answer the Exercise and write T (True) or F (False). Ss correct their answers in their groups and then whole class correction follows. T asks ss to correct the sentences that are False.

ACTIVITY 3:

T asks ss to work in pairs and answer Ex. 2 of the Worksheet. T plays video up to minute 01.42 and ss are asked to match the two columns. Ss correct their answers in their groups before whole class correction.

ACTIVITY 4:

T asks ss to work in pairs and answer Ex. 3. T plays video from minute 01.43 to the end. Whole class correction.

ACTIVITY 5:

T asks ss to work in groups in order to fill in the 2 columns of the “Post Viewing” activity of their Worksheet. Before doing so, T makes sure that ss understands what the meaning of “Advantage” and “Disadvantage” is.

T asks a student to give an example of an advantage of living in Alaska and another student to give a disadvantage. Ss are assigned with numbers within their groups. At the end of the exercise, T calls a random number from each group to present his / her group’s Advantages and Disadvantages to the rest of the class.

To help ss, T shows the final slide of the Powrpoint presentation which includes helpful expressions on how to express one’s opinion, on agreeing and disagreeing.

ACTIVITY 6– CLOSURE / QUICK REVIEW:

T asks students what they have learned from today’s class, what they found more interesting and more difficult to understand.

FOLLOW UP ACTIVITY/ INDEPENDENT PRACTICE OPPORTUNITIES

- Write a short paragraph (about 50 words) to answer the questions: “Would you like to live in Alaska? Why/Why not?”
- Retell the story of the Kilcher family preparing for winter. Key words: eight months, outdoor, vegetables, lake, trees, meals, cupboard, Atz and Jane, worried, difficult, rabbits.

RESOURCES / MATERIALS:

Student’s book p. 11 – Video 1.1 “The long winter”, Powerpoint presentation, Worksheets, interactive board, laptop