

## LESSON PLAN

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**SCHOOL YEAR:** 2025 26

**SCHOOL:** Secondary Education, Cyprus Ministry of Education, Sport and Youth-Think Tank Workshops

**CEFR LEVEL:** B1

**CLASS:** C

**DATE:**

**THEMATIC UNIT:** Unit 7 A World of Celebration

**Duration:** 45 minutes

**SKILL FOCUS:** Reading (with integrated Writing & Speaking)

**TEXT:** A folk tale "The princess, a farmer and a bridge of birds" (SB p.84)

## CEFR AIM(S)

### 1. Overall reading comprehension

Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.

### 2.Overall Spoken Interaction

Can participate in short conversations on topic of interest

#### Spoken Interaction

Can express belief , opinion, agreement or disagreement

Can exchange, check and confirm information

### 3.Overall Written Production

Can write straightforward connected texts on a range of familiar subjects within their field of interest.

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

### Attainment Targets

By the end of the lesson Ss will be able to

- understand the main points of a clearly written narrative text.
- identify specific details and infer meaning from context.
- recognise cause-effect relationships in a narrative text.
- use appropriate past tenses and opinion phrases
- write a short personal wish inspired by the Tanabata Festival.

### Teaching Targets

#### Reading

- Activate background knowledge and prediction strategies.
- Develop skimming and scanning skills.
- Introduce students to a Japanese folk tale and explore universal themes of love, responsibility, separation and consequences
- Raise cultural awareness through the Japanese festival of Tanabata.

#### Writing

- Encourage creative expression in order to produce a short, connected personal text expressing wishes

### **PRIOR KNOWLEDGE:**

- Skimming and scanning techniques.
- Expressing/ supporting opinion.
- Past Simple / Past Perfect Tenses
- Vocabulary related to celebrations and emotions.

### **PROCEDURE:**

#### **ACTIVITY 1\* – INTRODUCTION**

##### **Whole Class Discussion-Lead in:**

T projects a picture and asks: “Imagine you can meet someone you love only once a year. How would you feel?”

Ss brainstorm ideas while the teacher writes their ideas into **Positive/ Negative feelings spidergrams** on the board. Ss complete the spidergrams on their worksheet.

##### **Possible Responses**

Positive Feelings:

- Excited because the meeting would be special
- Happy because we would celebrate
- Thankful for the time together
- Romantic or emotional

Negative Feelings:

- Sad because I would miss my friend
- Lonely because we cannot spend time together
- Frustrated because it is not enough time
- Worried that our friendship might change

##### **Follow-up question:**

Then T asks: “What reasons might keep two people apart?”

Possible answers:

- Distance and life situations
- They live in different countries
- One person moves away because of work or study
- Parents or families do not agree

(**Transition:** “Today we will read about two people separated in a very unusual way...”)

#### **ACTIVITY 2\*: DEVELOPMENT**

##### **Before Reading: Whole Class**

Ss open SB books to p. 84. T draws attention to the type of narrative that the Ss will read and elicits what a **folk tale** is – **a story of a particular people or country passed through generations in oral or written form**. Then the T draws attention to the **title/ illustrations** and encourages Ss to describe what they see. If further scaffolding is needed, the teacher prompts with guided questions e.g :

- Who are the characters?
- Where are they?
- What is happening?
- Do you think the birds try to help them reunite or keep them apart?”

Ss predict the story.

**ACTIVITY 3\*:**

**While Reading 1: Think - Pair and Share / Whole Class**

**SB p.84** - Ss read silently and complete the story table on their worksheets. Ss consult with their partner and answers are shared and checked by T as a whole class.

**While reading 2: Think - Pair and Share / Whole Class**

**SB p.84 Ex.3** - Ss scan the text and underline the correct information to justify their answers for the TRUE/FALSE exercise. Ss consult with their partner and answers are shared and checked by T as a whole class with Ss providing textual evidence.

**SB p.84 Ex.4 Vocabulary:** Ss work together to complete the vocabulary exercise. Answers are checked by T as a whole class.

**ACTIVITY 4\*: Post Reading: Whole Class**

T asks Ss the following questions to consolidate understanding and activate critical thinking/opinion

**1. Why was the Sky King angry?**

**2. How did he punish Orihime and Hikoboshi?**

**3. What do the Amanogawa River (Milky Way) and the flock of magpies represent/symbolize? (separation, obstacles, hope, reunion, love overcoming difficulties)**

**4. How do Japanese people remember this story today?**

T /Ss discuss the cultural context of Tanabata:

- Celebrated on July 7<sup>th</sup>
- Wishes written on coloured paper (tanzaku)
- There are parades, fireworks, lanterns and stalls with traditional food

**ACTIVITY 5 : Whole Class:** Critical thinking/Opinion- Ss reflect on the following question and give their own opinion:

**1. Was the King's final decision fair? Why/Why not?**

Students justify opinions using phrases such as:

- I believe...
- In my opinion...
- I think it was fair/unfair because...
- It represents...

**Vote :** Using <https://www.mentimeter.com> OR **mini whiteboards** Ss vote to show if they would follow their heart or obey family/peers/tradition if they were in love but their relationship/love was forbidden.

**ACTIVITY 6\* – CLOSURE Whole Class**

**T asks Ss: "What is the moral of the story?"**

- Love is beautiful, but it should not cause you to neglect your duties. Balance between personal happiness and responsibility is essential.
- Even when separated, their love endures. True love can survive time and distance.
- The legend teaches that love is precious, but it must be balanced with responsibility, patience,

and dedication

**Ss complete an Exit Card**

**FOLLOW UP ACTIVITY/ INDEPENDENT PRACTICE OPPORTUNITIES**

Extension exercises/Homework

Writing:

1. Write wishes on colourful paper.
2. Create an illustrated story –picture template
3. **Mini-project** – Write about and present a **festival** or **celebration** using the template provided.

**Differentiation:** Pair support-cooperation / Visual aids / Questioning / Extension /Homework options.

**RESOURCES / MATERIALS:**

Own It! 3 B1 SB Unit 7 p. 84 / worksheets / picture / mini whiteboards / exit cards /

Mentimeter: <https://www.mentimeter.com>



OWN IT ! 3

Unit 7 SB p.84

READING: A Folk Tale



### A Princess, a farmer and a bridge of birds



“Imagine you can meet someone you love once a year. How would you feel?”

POSITIVE  
FEELINGS

NEGATIVE  
FEELINGS

What reasons might keep two people apart?

**PART B: Reading comprehension**

**A. Before Reading**

Look at the title and pictures on page 84. Can you predict the story?

**B. While reading 1 - Think – Pair- Share**

Read the text and complete the story table. Share your answers with your partner.

Type of story	Title	Origin	Main characters	Conflict	Resolution	Cultural significance

**C. While reading 2**

Read the text again and complete **Ex.3** SB p.84. Share your answers with your partner.

**Vocabulary** - work with your partner to complete **Ex.4** SB p.84

**D. After Reading**

1. Why was the Sky King angry?
2. How did he punish Orihime and Hikoboshi?
3. What do the Amanogawa River (Milky Way) and the flock of magpies represent/symbolise?
4. How do Japanese people remember this story today?

5. What do you think about the King's final decision? Was it fair?

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6. Can you think of any other famous couples that have had to part under pressure from their family peers?



If you were in love but your love was not approved would you follow your heart or obey your family/peers/traditions? Use Mentimeter: <https://www.mentimeter.com> to vote!

**Review**

What is the moral (message) of the Japanese folk tale?

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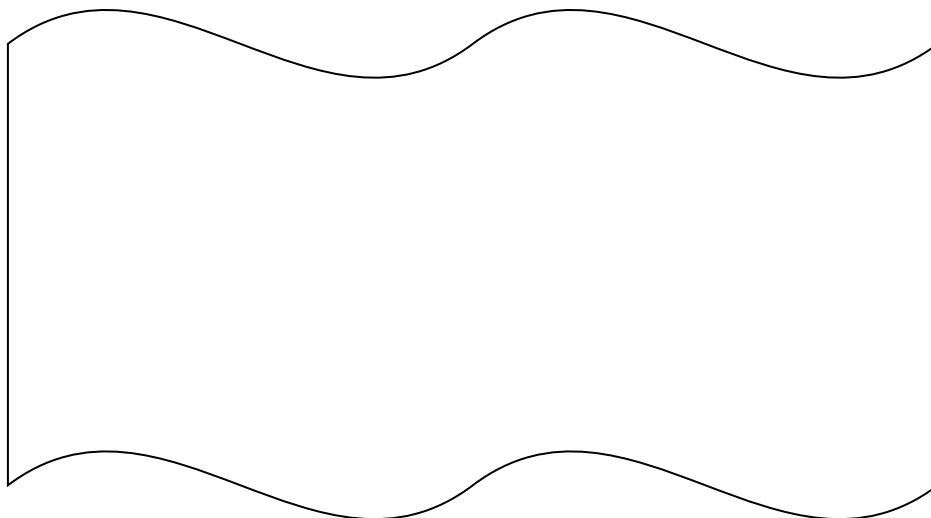
Can you think of similar stories in your own culture?

**Extension/Homework:**

**1. Write a wish:** In Japan, people celebrate the festival of Tanabata by writing wishes on colourful paper called tanzaku. If you celebrated Tanabata, what wish would you write?

You can start with:





- I wish that...
- I hope that...
- I would like...
- My biggest wish is...







**2. Create your own illustrated story** of a folk tale from your own culture. You may use the story board template to draw/colour or create a digital version by using digital tools (Canva, PowerPoint, etc.)

**3. Mini-project** – Write about and present a **festival** or **celebration** using the template provided.





Rate this lesson by ticking on smiley faces!

			
The lesson was			
I can understand a fable			
I want to read more fables			

Rate this lesson by ticking on smiley faces!

			
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The lesson was			
I can understand a fable			
I want to read more fables			

**A Folk Tale**

Title

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Country

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Main characters

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Moral

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## Festivals and Celebrations Around the World

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**Name:** .....

**Location:** .....

### **About the Festival-Celebration**

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### **Interesting Fact**

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