

LESSON PLAN

TEACHERS: EFL ADVISORS *Christodoulidou N. Chrysostomidou A. Michael A.*

SCHOOL:

SCHOOL YEAR: 2017-2018

CLASS: B (LIFE B1+)

CEFR LEVEL: B1+

THEMATIC UNIT: 2c – A WORLD TOGETHER

DATE:

TIME: 40'

CEFR DESCRIPTORS

Reading for orientation

1. scan texts in order to locate desired information, and gather information from different parts of the text

Informal discussion

2. express their thoughts about abstract and cultural topics
3. give or seek personal views and opinions in discussing topics 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

- 1.1 get the gist and spot specific details in a passage
- 2.1 talk about globalisation and give examples of globalisation in everyday life.
- 3.1 express and support their opinion with arguments on how our everyday life has changed because of globalisation

Teaching Targets:

Viewing and reading:

- 1.1.1 concept of globalisation and related vocabulary
- 1.1.2 information from a video clip and a reading about examples and effects of globalisation on everyday life

Speaking:

- 2.1.1 conversation about globalization and its impact on their life
- 3.1.1 support of opinion with arguments

PRIOR KNOWLEDGE: ways to express/support opinions

present tenses
linking words/phrases

PROCEDURE:.

ACTIVITY 1: – INTRODUCTION

T shows two slides; one at a time and asks ss to associate them with the picture in their books (p27) in order to elicit what concept is reflected.

Alternatively/additionally,

T shows a video clip on GLOBALISATION AND ITS EFFECTS (2:58') to introduce the topic.

Viewing: <https://www.youtube.com/watch?v=q1ECZSYBvQE>

What is being presented in the video clip?

What examples of globalization are mentioned?

What are the effects of globalization?

**Organization of ideas in a mind map/spider map/word cloud etc.*

ACTIVITY 2:

Students open their books on page 26 and go through ex.4. They can work in pairs or groups. Ss compare their answers and report to the teacher.

Then they go through ex.3. They can work individually or in pairs. Ss compare their answers and report to the teacher.

**Mini whiteboards can be used for both exercises.*

ACTIVITY 3:

Students are asked to do ex.5. They discuss in groups whether the statements agree with the article. In feedback, T could open this up into a discussion by asking students to say which of the statements they agree with and why. This will give them the opportunity to express and support their opinion with arguments.

ACTIVITY 4:

Students are divided into groups of 4 and do exercise 10. They collaborate to prepare ideas under the headings. Then, they compare their ideas with other groups. Teacher monitors, listens and helps.

ACTIVITY 5 – CLOSURE/ QUICK REVIEW

Students are asked to write a list of five things they have done recently which are a direct result of globalization (e.g. I have eaten at an Italian restaurant, I have watched an American movie, etc).

**Snowstorm*

Students write down their answers and try to support them based on what they have learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in a basket which the T keeps. At the beginning of the next lesson each learner picks up a response and reads it aloud as a way to bridge the two lessons.

FOLLOW UP ACTIVITY:

INDEPENDENT PRACTICE OPPORTUNITIES:

“Goods move. People move. Ideas move. And cultures change”

T asks the students to expand on the meaning of the quote and present the concept of globalisation in any way they wish. They can choose from the ideas below or use their own:

****Differentiation**

- write a quote and present it with an image
- use mind and spider maps to illustrate globalisation
- prepare a short presentation about globalisation and examples of it
- prepare and present a poster
- prepare a crossword/ acronym
- write a poem

***Further extension and consolidation may be needed for some of the above activities.*

RESOURCES / MATERIALS:

You tube
Book / book software
PPT
PC and projector
Mini whiteboards

***Differentiation can take place in all stages and aspects of the lesson i.e. material/content, process, product(s) etc.*