LESSON PLAN

TEACHER: Haris Hadjigeorgiou **SCHOOL YEAR**: 2019-2020
SCHOOL: Linopetra Lyceum **CEFR LEVEL:** B1+
CLASS: B   (LIFE B1+) **DATE: 25/02/2020**
THEMATIC UNIT: 10e – What do you think? **TIME: 45'**

CEFR DESCRIPTORS

1. **Overall reading comprehension**:
   can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.

2. **Identifying cues and inferring:**
   can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.

3. **Overall written production:**
   can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources

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

Attainment Targets
By the end of the lesson, Ss will be able to:
- talk about problems and solutions
- ask for/ offer advice to a friend who has a problem
- select and use a variety of linking words and/or phrases in a personal email to ask for / give advice
- write an informal email or offering / asking for advice

Teaching Targets
Reading:
- vocabulary related to asking for/ giving advice to a friend
- linking words and expressions on how to ask for / give advice

Writing:
- informal email asking for / giving advice

PRIOR KNOWLEDGE: Present, Past and Future Tenses
                    Second Conditional
                    Linking words
                    Layout of informal email
                    Expressions on giving or asking for advice

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PROCEDURE:

ACTIVITY 1: (5 mins) **– INTRODUCTION**
Students read a prompt, shown on the board, about a personal problem.
Personal Problem: I've used all my mobile data and it's still the 20th of the month. There are still ten days to go and I need more megabytes. What should I do?
T gives Ss a handout with expressions on how to give and ask for advice (**handout 1**) and asks Ss to discuss the problem with their partner for about a minute. Then, T checks the exercise by encouraging Ss to use the expressions on the handout to offer their advice.

ACTIVITY 2: (3 mins)
T asks Ss to open their Course Books on p. 125 and look at activity 2. Ss are asked to read the email and choose the best option (a – c). Ss check their answer in pairs and then as a class.

ACTIVITY 3: (4 mins)
T asks Ss to look at activity 3 and decide what kind of email it is. (this is prior knowledge, so Ss should be able to identify the correct answer quickly). T checks the answer as a class. Then, T asks Ss to work in pairs and identify the words or expressions which show that the email presented is an informal email. T shows email on IWB and checks answers as a class.

ACTIVITY 4: (3 mins)
T asks Ss if they know what 'linking words' are. T asks for some examples of linking words and then asks Ss to do exercise 5a. Ss need to find which highlighted words from the email match each group of words. Ss check the exercise in pairs and then as a class.

ACTIVITY 5: (3 mins)
Having checked exercise 5a, T tells Ss to do exercise 5b. Ss need to use the linking words in exercise 5a to complete the sentences in 5b. T tells Ss that more than one answer is possible in some cases.

ACTIVITY 6: (6 mins)
T gives Ss Handout 2 and asks them to think about a problem they have and write it down. Then, Ss exchange handouts with their partner and they have to give advice to each other. While Ss are working and exchanging advice, T walks around the classroom, listening to Ss talking, encouraging and assisting in any way. Ss are then prompted to tell the whole class about their partner's problem and what advice was given. The rest of the class is asked to listen and either agree with the advice given or offer a different one.

ACTIVITY 7: (15 mins)
T asks Ss to do exercise 6. Ss should open their exercise notebooks and write an email to a friend about the problem mentioned in the previous activity. T tells Ss that they can use the model email in their Course books to write something similar and the liking words from exercises 5a and 5b. After they finish, Ss exchange their notebooks and check their partner's email. While Ss are writing down their emails, T walks around the classroom, assisting Ss with their writing, monitoring their progress and encouraging them if needed.

ACTIVITY 8: CLOSURE / QUICK REVIEW
Ss report in class what they have learnt today and name some expressions used to give or ask for advice.

FOLLOW UP ACTIVITY/ INDEPENDENT PRACTICE OPPORTUNITIES
Ss are asked to do exercise 8 (Course book, p.125). They need to reply to one of their classmates' email (the one they wrote in class – exercise 6).

The activity above can be presented in the following forms:
- written as an informal email (giving advice)
- a role –play presentation where Ss form pairs, discuss their problems and offer advice to each other (preparation is needed from Ss before presenting it in class)

- a written dialogue between two friends using the expressions taught in their lesson
- a cartoon-like drawing which presents one or two problems and offers advice – this can lead to a poster

RESOURCES / MATERIALS:

Course book
Book software (IWB)
Handouts / Worksheets

Lesson 10e: What do you think?

How to Ask For & Give Advice

Asking for Advice

- What do you suggest?

- What do you advise me to do?

- What should I do (about…)?

- What ought I to do?

- What's your advice?

- If you were me what would you do?

- What do you thing I should do (about…)?

- What would you suggest I do..?

- I should do about…?

- Can/Could you give me some advice (about…)

- What would you do (in this situation)?

Giving Advice

- If I were you, I would…

- Why don't you …?

- You'd better …

- You ought to/should…

- If you take my advice, you'll …

- It might be a good idea to …

- I advise you to…/ I suggest you…

- Have you thought about…?

- I think you should…

- Maybe you should…

- How about (verb+ing…)?

- You might try (verb+ing)…

- I would advise you to…

- My advice would be to…

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Handout 2

Lesson 10e: What do you think?

Think about a problem you have and write it down.

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