

## LESSON PLAN

**TEACHER:** Maria Savva

**SCHOOL:** Irenea and Eleftherias Gymnasium

**CLASS:** B Gymnasium

**THEMATIC UNIT:** Unit 4 – At Home

**SCHOOL YEAR:** 2019-2020

**CEFR LEVEL:** A2+

**DATE:** 13. 02. 20

**TIME:** 40'

### CEFR DESCRIPTORS

#### Reading Comprehension

- Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

#### Overall spoken interaction

- Can give simple reasons to justify a viewpoint on a familiar topic.

#### Vocabulary range

- Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.

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

#### Attainment Targets

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

- find information about unusual houses from different sources – a short video and an article
- use house related vocabulary
- express and justify their opinion about unusual house
- present their favourite unusual house to the class

#### Teaching Targets

##### Reading

- information from an article about the unusual houses of three teenagers

##### Speaking

- discussion about unusual houses around the world
- discussion about the features of unusual houses

##### Vocabulary

- house related vocabulary (extension)

#### PRIOR KNOWLEDGE:

House related vocabulary.

Words or phrases for expressing opinion, likes/ dislikes

Comparison

## PROCEDURE:

### ACTIVITY 1 - INTRODUCTION

T informs Ss that this lesson is going to be about unusual houses. The lesson starts with a short video clip about 10 strange houses in the world. It is used to introduce the topic, attract the students' attention and make them think of what makes a house unusual.

**First Viewing:** A handout is distributed. Then T asks: What makes a house an unusual one? T gives an example. *Is it its location?* T asks Ss to watch all the unusual houses in the video clip and work in pairs to complete the graph – Task 1. T monitors and facilitates the procedure. T elicits answers. The graph is completed on the board.

T initiates a short discussion about the unusual houses in the video clip.

**Possible questions T uses:** *Which house did you like most? Why?*

*If you had the chance to stay in one of these houses, which one would you choose? Why?*

*Do all of these houses look nice?*

### ACTIVITY 2 - DEVELOPMENT

T informs Ss that they are going to read an article about three teenagers who live in unusual houses. T asks Ss to look at the pictures and try to guess where the three teenagers live. T asks Ss to read the article quickly and see if they guessed correctly. T can give Ss some information about the three places/unusual houses. T can ask:

*Where do Inuits live?*

*What is an igloo?*

*What is a ger?*

*What is a houseboat?*

*Have you ever seen an igloo/ger/houseboat?*

T asks three different Ss to read the three short texts while the rest of the Ss follow in their handouts. T makes sure Ss understand most of the article. T gives Ss 2-3 minutes to complete **Task 2**, while reminding them to try to justify their answers as they go along. T checks answers as a class. Ss give justifications for their answers.

Then T asks Ss about their preferences. Ss justify their answers. T asks:

**Would you like to live in any of the three houses? Why? /Why not?**

### ACTIVITY 3

T draws Ss attention on the words written in bold on the article. T asks Ss to read the sentences and figure out the meaning of these words. T elicits answers and then asks Ss to work in pairs and complete **Task 3** and **Task 4**.

#### **ACTIVITY 4**

T asks a S to read **Task 5**. T encourages Ss to think about the differences between a house and a home. T and Ss share ideas.

#### **ACTIVITY 5 - CLOSURE / QUICK REVIEW.**

T asks Ss to mention one thing that they will remember from the lesson.

#### **FOLLOW UP ACTIVITY/ INDEPENDENT PRACTICE OPPORTUNITIES**

- T puts Ss into groups of four or five and asks them to research online any of the ten strange houses in the video clip and prepare a short presentation/poster/video clip. They should find out some facts about it – location, design, facilities, cost, etc. At the beginning of the next lesson, a member of each group will present it in class.

#### **RESOURCES / MATERIALS:**

YouTube: <https://www.youtube.com/watch?v=RCfW7MwfQIo>

National Geographic Learning/ book/online resources

Wikipedia

PC and projector

Handout: *This is where I live*

Oxford Essential Dictionary

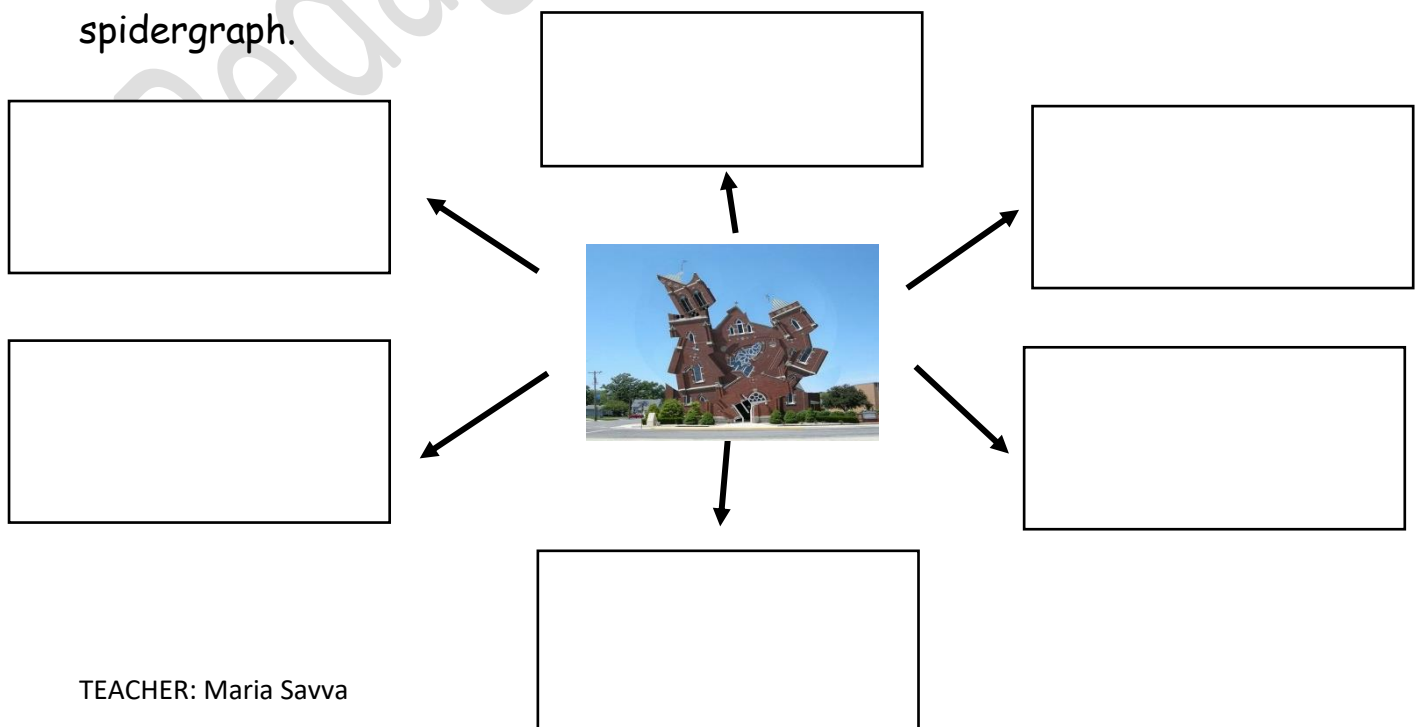
School Year: 2020 - 2021

## 10 Strange houses around the world

**Task 1:** Watch a short video about 10 unusual houses and complete the table.

	Where is the house? (country)	What makes it unusual?
World's smallest house		
Shoe House		
Crooked House		
Stone House		
Airplane House		
The Nautilus		
Steel House		
The Mushroom House		
Transparent House		
Upside-down House		

**Task 2:** What makes a house unusual? Work in pairs to complete the spidergraph.



## This is where I live

Hi! My name is Sesi and I'm 14 years old. I'm an Inuit. It's another name for "Eskimo". My people come from the Arctic and I live in Greenland.



My family lives in an igloo that my father built with my uncles. Our igloo is one big, round room. That's where we eat, sleep and cook. We don't have a bathroom or a kitchen because we don't have **running water**. We melt ice when we want to drink, cook or wash. Of course it's very cold in the north, but we can stay warm inside our igloo. When it is very cold, our dogs sleep in the igloo too. We don't have beds or **carpets** on the floor. Instead, we have animal skins. We use them as **blankets** when we sleep. I haven't got a phone, like teenagers in other countries. Why do I need one? Who would I call? This is how I have always lived, but I'm sure it seems strange to you!

My name's Yisu and I'm from Mongolia. Many Mongolians live in the capital city, Ulaanbaatar, but my family are **nomads**. We take our animals - goats, camels and horses - to new places when the seasons change.



Our homes come with us. We live in gers. A ger is a big, round tent. We spend a lot of time outdoors with our animals. For us, the ger is a dry, warm room in a large "house", with most of the "rooms" outside. We cook, wash and work outside. We sleep and eat in the ger, so there are beds and a table with chairs. It's cosy inside. There is a **wooden stove** in the centre that makes the whole ger warm very quickly. We have a **satellite dish** and a **solar panel** that creates electricity from the sun. We use the electricity for our TV and radio. I'm happy about that because I can watch football matches!



Hello. I'm Femke. I'm from Amsterdam, the capital of Netherlands. My home is a houseboat. Well, it sits on water, but it doesn't move like a boat. When you go inside, you get a surprise. Why? Because it looks like a normal house. There's a kitchen, a bathroom, a living room and three bedrooms. There's a lot of room inside my home. In fact, mine is the same size as my friends' homes. I've never lived in a "normal" house with a garden or a pet.

My brother and I help my parents with the chores. Every Saturday morning when my mum does the shopping, we clean and tidy our rooms. We vacuum the carpets and put our clothes away in the **wardrobes**. Then we clean the rest of the house. When we finish, we sit down in front of the television and **chill out!**

**Task 3:** Read the article about the homes of three teenagers. Choose the best answer (A, B or C) for each question.

1. **Which is the only home that can be moved?**
  - A. the igloo
  - B. the ger
  - C. the houseboat
2. **Who doesn't sleep in a bed?**
  - A. Sesi
  - B. Yisu
  - C. Femke
3. **Who lives close to the nature?**
  - A. Semi and Femke
  - B. Yisu and Femke
  - C. Sesi and Yisu
4. **How does Sesi get water?**
  - A. from the igloo
  - B. from the ice
  - C. from a tap
5. **How many rooms are in a ger?**
  - A. one
  - B. two
  - C. more
6. **What is unexpected about Femke's home?**
  - A. It sits on water.
  - B. She can't have any pets.
  - C. It's like other houses.
7. **Which teenager doesn't care about modern technology?**
  - A. Sesi
  - B. Yisu
  - C. Femke
8. **Which teenager has to do work around the house?**
  - A. Sesi
  - B. Yisu
  - C. Femke

**Task 4:** Find the words in the first column in the article. Match them with their explanation in the second column.

1. season
2. animal skin
3. nomad
4. wood stove
5. chill out

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

- a. relax
- b. spring, summer, autumn, winter
- c. a big piece of fur from an animal
- d. a piece of equipment that burns wood to make heat
- e. a person who does not have a permanent home

**Task 5:** Find these words in the article. Then complete the sentences with the correct words.

**blanket, carpet, solar panels, wardrobe, satellite dish, floor**

1. We've got a .....so that we can watch TV programmes from other countries.
2. A glass of juice fell on my bedroom .....and it looks terrible now. I need a new one.
3. My mum is always asking me to put my clothes in my .....
4. I usually leave my clothes on the .....so I'm never sure if they are dirty or clean!
5. I was cold last night, so I got an extra .....to put on my bed.
6. The .....on the roof of our house give us lots of hot water.

**Task 6:** Make notes and discuss.

*"Houses can be strange. They can have strange shapes. They can be at strange places. They can be made of strange things. But no matter what it is, a house is a home!"*

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