

Teacher training programme
"TECHNOLOGIES AND THE CLASSROOM"
27 June - 1 July 2016
Palanga

Participants' lesson plans for
SECONDARY CLASSES



Lesson plan 1

Authors: Rasa Maslauskaitė, Ramunė Vadeikyte, Rita Laurinaitė, Vitas Gričius, Asta Smaiziene

Topic: Travelling

Aim: to expand vocabulary on travelling

Level: intermediate

WARM-UP (using a screen review tool on IWB): guess the topic 2-3 min.



PRESENTATION: collocations 4 min. Work in pairs.

Travelling gives you many wonderful experiences you cannot find in your own country. You meet local people and get to understand different cultures. It's so exciting. I love planning trips and doing some research on the country or countries I want to visit. Sometimes I like to plan everything in advance, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with no hotel reservation and no fixed plans. I prefer staying in hostels and guest houses. You get to meet and talk to different and interesting people and share information. I also like to visit places that are off the beaten track. Being somewhere with thousands of other tourists? It's not my cup of tea.

PRACTICE:

1. LISTENING and GAP-FILLING 3-4 MIN.

Travelling gives you _____ you cannot find in your own country. You meet local people and get to _____. It's so exciting. I _____ and doing some research on the country or countries I want to visit. Sometimes I like to plan _____, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with _____ and no fixed plans. I _____ and guest houses. You get to meet and talk to different and interesting people _____. I also like to visit places that are _____. Being somewhere with thousands of other tourists? It's not my cup of tea.

2. RESTORE THE TEXT (QUIZ No 1) up to 10 min.

<http://www.listenaminute.com/t/travelling-sq.htm>

3. RESTORE THE TEXT (QUIZ No 2) up to 10 min.

PRODUCTION: ROLE-PLAY on planning a weekend getaway using the new words.

HW: Write an informal letter to a friend about your trip.

Lesson plan 2

Authors: Rasa Maslauskaitė, Ramunė Vadeikyte, Rita Laurinaitė, Vitas Gričius, Asta Smaiziene

Aim: to practise grammar structures of Present Perfect

WARM-UP: guess the country 5 min.

http://www.sheppardsoftware.com/Europe/Eur_G0_1024_768.html

PRESENTATION: 5 min.

https://www.youtube.com/watch?v=XNpdB5_3GhE

PRACTICE: 15 min.

find someone who has been to Iceland five times, etc.

PRODUCTION: write a report on what you have learnt about the others while playing „Find someone who“ 20 min.

HW: make a quiz on Google Forms, using phrases from the previous lesson and the grammar from this on, post it on www.edmondo.com

Lesson plan 3

Authors: Monika Krumplyte, Daiva Bernataviciene, Irina Goncarova, Nina Mickeviciene, Evelina Lisauskaite

Topic: Italian restaurant named as the best in the world (18th June 2016)

Level: Intermediate

Objectives: 1. Reading and listening for a detailed comprehension.
2. Developing speaking fluency skills around the topic of eating out in restaurants.

<http://www.breakingnewsenglish.com/>

1. Reading

A restaurant in the city of Modena, Italy, has been named as the best restaurant in the world. The restaurant Osteria Francescana was crowned number one at the World's 50 Best Restaurants awards ceremony in New York. The ceremony is like the Oscars of the food world. Italian food is loved worldwide, but surprisingly, this is the first time an Italian eatery has won the annual prize. The Osteria Francescana came second in 2015 and third in 2013 and 2014. The chef and owner of the Osteria Francescana is Mr Massimo Bottura. He was very emotional on stage when he collected the award. He said: "I want to thank everyone because it has been so hard. Our job is all about art...in the kitchen."

Winning the award has been good for business. The Osteria Francescana is fully booked until November. Anyone who wants to eat there must make a reservation six months in advance. Customers will now fly to Italy just to eat at Mr Bottura's restaurant. The competition judges gave Bottura the award for his creative and original food and traditional ingredients. In particular, Bottura makes amazing shapes with cheese and creates, "forms and textures most diners will never have previously experienced." One of his best-known dishes is a dessert called, "Oops, I Dropped the Lemon Tart". This is a pastry that the chef drops from half a metre and smashes on the plate.

Listening

Youtube: Come to Italy with me – Vieni in Italia con me (duration -1:33)

<http://www.breakingnewsenglish.com/1606/160618-restaurants.html>

Warm-up

1. RESTAURANTS: Students walk around the class and talk to other students about a restaurant. Change partners often and share your findings.

2. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

restaurant / awards / ceremony / Italian food / annual / owner / emotional / art /
winning / business / reservation / competition / ingredients / dishes / dessert / lemon

Have a chat about the topics you liked. Change topics and partners frequently.

3. ART: Students A **strongly** believe food is art; Students B **strongly** believe food is not art. Change partners again and present at least two arguments to support your opinion.

4. BETTER: How can restaurants be better? Talk about this with your partner(s). Change partners often and share what you wrote.

- Location Decor Tables Technology Service Menu

5. FOOD: Spend one minute writing down all of the different words you associate with the word "food". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. CUISINE: Rank these cuisines with your partner. Put the best at the top. Change partners often and share your rankings.

- Japanese French Indian Chinese Italian Thai Mexican Lebanese

Before reading / listening exercises

1. TRUE / FALSE: Read the headline. Guess if statements 1-8 below are true (T) or false (F).

1. An Italian restaurant in Medina is the best restaurant of 2016. **T / F**
2. The restaurant was top of a list of 50 restaurants. **T / F**
3. It is the third time an Italian restaurant has won this award. **T / F**
4. The chef said his job is to create art in the kitchen. **T / F**
5. Winning the award has not been good for the chef's business. **T / F**
6. People need to book 24 hours ahead to get a table at the restaurant. **T / F**
7. The chef creates amazing shapes with cheese. **T / F**

8. The chef drops a lemon tart from 50 cm onto a plate. **T / F**

2. Gap fill

Put these words into the spaces in the paragraph below:

crowned, annual, emotional, ceremony, art, named, surprisingly, chef

A restaurant in the city of Modena, Italy, has been (1) _____ as the best restaurant in the world. The restaurant Osteria Francescana was (2) _____ number one at the World's 50 Best Restaurants awards ceremony in New York. The (3) _____ is like the Oscars of the food world. Italian food is loved worldwide, but (4) _____, this is the first time an Italian eatery has won the (5) _____ prize. The Osteria Francescana came second in 2015 and third in 2013 and 2014. The (6) _____ and owner of the Osteria Francescana is Mr Massimo Bottura. He was very (7) _____ on stage when he collected the award. He said: "I want to thank everyone because it has been so hard. Our job is all about (8) _____ ...in the kitchen."

4. Put these words into the spaces in the paragraph below:

advance, drops, award, amazing, booked, dishes, diners, original

Winning the (9) _____ has been good for business. The Osteria Francescana is fully (10) _____ until November. Anyone who wants to eat there must make a reservation six months in (11) _____. Customers will now fly to Italy just to eat at Mr Bottura's restaurant. The competition judges gave Bottura the award for his creative and (12) _____ food and traditional ingredients. In particular, Bottura makes (13) _____ shapes with cheese and creates, "forms and textures most (14) _____ will never have previously experienced." One of his best-known (15) _____ is a dessert called, "Oops, I Dropped the Lemon Tart". This is a pastry that the chef (16) _____ from half a metre and smashes on the plate.

4. Listening. Guess the answers. Listen to check.

- 1) The ceremony is like the Oscars of _____
 - a. the food worlds
 - b. the food worldly
 - c. the food world
 - d. this food world

- 2) Surprisingly, this is the first time an Italian eatery has won _____
 - a. the annually prize
 - b. an annual prizes
 - c. the annual prize
 - d. the annual prizes

- 3) He was very emotional on stage when he _____
 - a. collective the award
 - b. corrected the award

- c. collect it the award
 - d. collected the award
- 4) He said: "I want to thank everyone because it has _____."
- a. been so hardly
 - b. been so hard
 - c. being so hard
 - d. bean so hard
- 5) Our job is all about art..._____
- a. in the kitchen
 - b. in a kitchen
 - c. on the kitchen
 - d. in then kitchen
- 6) Winning the award has been _____
- a. good for businesses
 - b. good four businesses
 - c. good for busyness
 - d. good for business
- 7) Anyone who wants to eat there must make a reservation six _____
- a. months in advance
 - b. months on advance
 - c. months in advantage
 - d. months on advantage
- 8) Judges gave Bottura the award for his creative and original food and _____
- a. traditionally ingredients
 - b. traditional ingredients
 - c. traditional ingredient
 - d. traditionally ingredient
- 9) Bottura makes amazing shapes with cheese and creates _____
- a. forms and textures
 - b. farms and textures
 - c. firms and texture
 - d. forms and text yours
- 10) This is a pastry that the chef drops from half a metre and _____ plate
- a. smash is on the
 - b. smash its on the
 - c. smashes on the
 - d. smash on the

5. Listening. Listen and fill in the gaps.

A restaurant in the city of Modena, Italy, (1) _____ as the best restaurant in the world. The restaurant Osteria Francescana was (2) _____ at the World's 50 Best Restaurants awards ceremony in New York. The ceremony is like the Oscars of the food world. Italian food is loved worldwide, (3) _____, this is the first time an Italian eatery has won the annual prize. The Osteria Francescana came second in 2015 and third in 2013 and 2014. The (4) _____ of the Osteria Francescana is Mr Massimo Bottura. He was very (5) _____ when he collected the award. He said: "I want to thank everyone because it has been so hard. Our job is all about (6) _____."

Winning the award has been (7) _____. The Osteria Francescana is fully booked until November. Anyone who wants to eat there must (8) _____ six months in advance. Customers will now fly to Italy just to eat at Mr Bottura's restaurant. The competition judges gave Bottura the award (9) _____ and original food and traditional ingredients. In particular, Bottura makes amazing shapes with cheese and creates, "forms and textures (10) _____ never have previously experienced." One of his best-known dishes is a dessert called, "Oops, I Dropped the Lemon Tart". This (11) _____ the chef drops from half a metre (12) _____ the plate.

6. Comprehension questions.

1. In which Italian city is the award-winning restaurant?
2. How many restaurants are on the awards list?
3. How many Italian restaurants have won this prize before?
4. Who is Massimo Bottura?
5. Who did the chef want to thank?
6. Until when is the restaurant fully booked?
7. How long in advance should you book a table?
8. What kind of ingredients does the chef use?
9. What does the chef make amazing shapes with?
10. What is "Oops, I Dropped the Lemon Tart"?

7. Discussion – Italian restaurant is named as the best in the world.

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What springs to mind when you hear the word 'restaurant'?
3. What is your favourite restaurant and why?
4. What is the world's best food?
5. What is the best restaurant in your town?
6. What do you think of restaurants?
7. What's the worst restaurant you've been to?
8. Which country do you think has the worst cuisine?
9. Have you ever won an award?

10. What is it about cooking that makes it an art?

STUDENT B's QUESTIONS (Do not show these to student A)

11. Did you like reading this article? Why/not?
12. What do you think of Italian food?
13. What is your cooking like?
14. What things are important in a good restaurant?
15. What do you like most about eating in restaurants?
16. Would you like to go to the award-winning restaurant?
17. What do you think it is like to be a chef?
18. How important is the presentation of food?
19. What do you think of the dessert mentioned in the article?
20. What questions would you like to ask Massimo Bottura?

8. Circle the correct word (20 pairs).

A restaurant in the city of Modena, Italy, has been *naming* / *named* as the best restaurant in the world. The restaurant Osteria Francescana was *crowned* / *crowed* number one at the World's 50 Best Restaurants awards *ceremonial* / *ceremony* in New York. The ceremony is *like* / *similar* the Oscars of the food world. Italian food is loved *worldly* / *worldwide*, but surprisingly, this is the first time an Italian eatery has *win* / *won* the annual prize. The Osteria Francescana *came* / *went* second in 2015 and *thirdly* / *third* in 2013 and 2014. The chef and owner of the Osteria Francescana is Mr Massimo Bottura. He was very emotional *on* / *in* stage when he collected the award. He said: "I want to thank everyone because it has been so hard. Our job is all about *art* / *artist*...in the kitchen."

Winning the award has been *well* / *good* for business. The Osteria Francescana is fully *booked* / *booking* until November. Anyone who wants to eat there must make a *reserve* / *reservation* six months in *advance* / *forward*. Customers will now fly to Italy just to eat at Mr Bottura's restaurant. The competition judges gave Bottura the award for his creative and *originally* / *original* food and traditional ingredients. In *peculiar* / *particular*, Bottura makes *amazing* / *amazed* shapes with cheese and creates, "forms and textures most *dinners* / *diners* will never have previously experienced." One of his best-known *dishes* / *bowls* is a dessert called, "Oops, I Dropped the Lemon Tart". This is a pastry that the chef drops *to* / *from* half a metre and smashes on the plate.

9. Talk about the connection between each pair of words in italics, and why the correct word is correct.

Homework:

1. VOCABULARY EXTENSION: choose 10 words from the text. Use a dictionary www.macmillandictionary.com to build up more associations / collocations of each word.

2. INTERNET: search the Internet and find out more about two other restaurants (the second, third prizes' winners) from around the world. Share what you discover with your partner(s) in the next lesson.

3. GIVING AND RECEIVING DIRECTIONS: find out the exact location of the restaurant Osteria Francescana and explain how to get to this city/restaurant.

<http://www.nationsonline.org/oneworld/map/italy-political-map.htm>

ANSWERS:

TRUE / FALSE: a) F b) T c) F d) T e) F f) F g) T h) T

COMPREHENSION QUESTIONS: 1) Modena, 2) 50, 3) none, 4) the restaurant's owner and chef, 5) everyone, 6) November, 7) six months, 8) traditional ingredients, 9) cheese, 10) a dessert.

Lesson plan 4

Topic: Shopping in the UK

Objectives: Students will be able to write a short paragraph using the new vocabulary and phrases (up to 5-7) about his/her shopping habits.

Time	Activity	iTools
5 min	Brainstorming the ideas about shopping habits	Interactive White Board (spidergramm)
7 min	Video "Britain is Great: Shopping in Great Britain"	IWB/Multimedia
15 min	Quizlet activities in pairs	iPad`s,
10 min	Discussion on the shopping habits	Using Edmodo.com: questionnaire and summarising results
7 min	Revision: How to write a short paragraph; Homework assignments	Use Edmodo for homework

Lesson plan 5

Topic: Shopping in general

Preparation for the lesson: Check the paragraphs of the students and send individual feedbacks to them.

Objectives: At the end of the lesson at least 80 percent of students will be able to do the tasks on shopping correctly.

Time	Activities	iTools
5 min	Feedback to the whole class on common mistakes of the homework	Power point presentation
5 min	Introduce additional vocabulary and collocations on shopping	Handouts
10 min	Listen and read the text about shopping	Listenaminute.com
5 min	Quiz 1	Listenaminute.com
10 min	Quiz 2	Listenaminute.com
5 min	Review of quizzes	
5 min	To sum up the topic	

Lesson plan 6

Authors: Inga Laurineniene, Giedre Sidlauskiene, Dovile Kuznecoviene, Natalija Mulerova, Kristina Mockeviciene

Form: 9

Topic: School

Aims and tasks of the lesson: revise new vocabulary and practise dialogues

Tools: IWB, www.listenaminute.com, the Internet, tablets.

School

Lesson objectives

Revise new vocabulary
Practise dialogues

1. Warm up: 3-4 mins. Revision of the vocabulary related to the subjects learned at school

School curriculum

What other subjects do you study at school?

Maths

Language and literature

2. Completing an exercise : matching definitions with words (5 min)

Word	Description
<input type="checkbox"/>	do vocabulary exercises like this one
<input type="checkbox"/>	learn to use software
<input type="checkbox"/>	read and discuss set books
<input type="checkbox"/>	learn about the past
<input type="checkbox"/>	do experiments
<input checked="" type="checkbox"/> Maths	solve problems
<input type="checkbox"/>	study maps
<input type="checkbox"/>	play team sports

Subjects: History, Language a..., PE (Physic...), IT (Inform...), Foreign la..., Geography, Science

3. Children read the text and do the activities online using www.listenaminute.com (25 min)

THE TAPESCRIPT

Most kids say they don't like school. They say their subjects are boring or there's too much homework. In fact, school is one of the best times of a person's life. Think about it. The hours are short – usually just six hours a day. You have the opportunity to learn lots of really useful stuff. You get to do science experiments, learn a musical instrument and play sports. On top of that, you get loads of holidays. Oh, I nearly forgot, you also get to see and play with your friends five days a week. What is there not to like? OK, school lunches are not the best in the world but you can bring your own lunch. And yes, exams are stressful, but if you study, you'll do well in them. I'd love to go back to school. If I had another chance, I'd try my best in every subject.

LISTENING GAP FILL

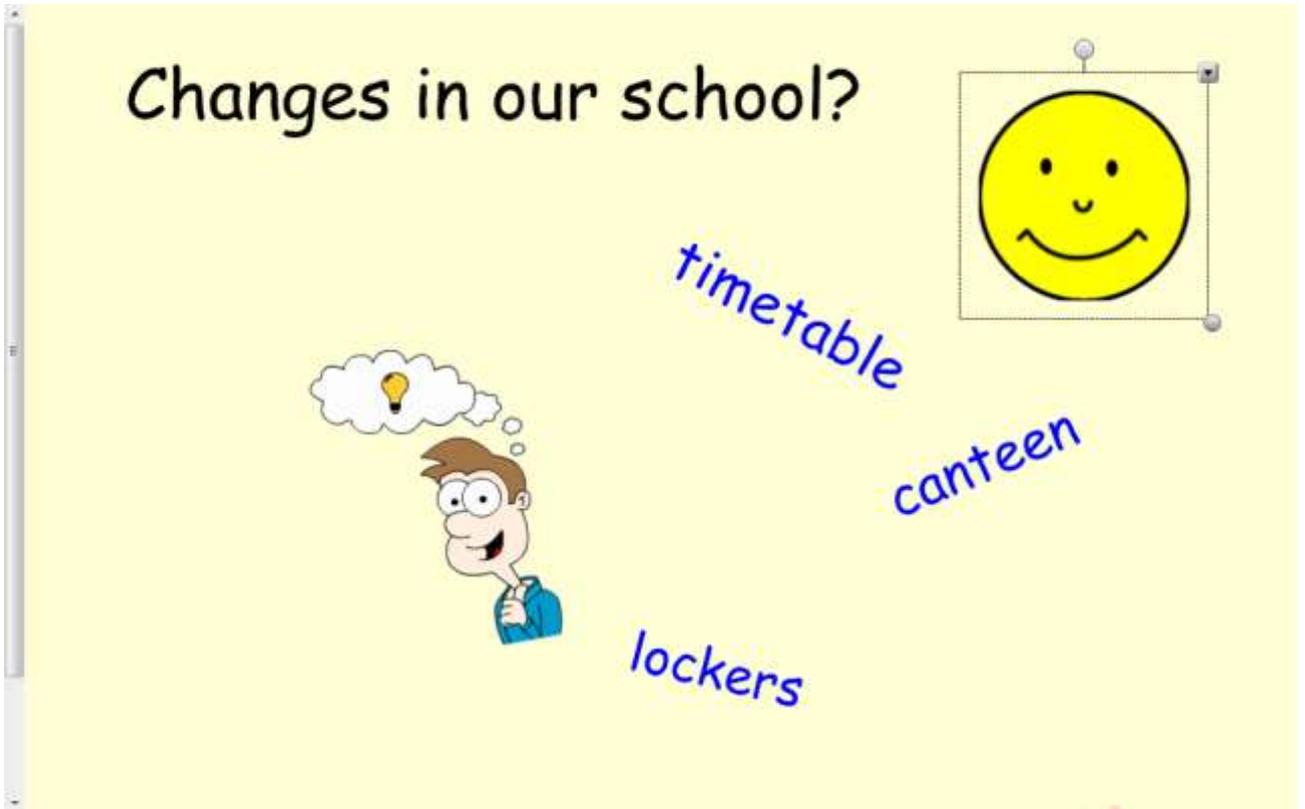
Most kids _____ school. They say their subjects _____ too much homework. In fact, school is one of the best times of a person's life. Think about it. The hours are short – usually just six hours a day. You _____ to learn lots of really useful stuff. You get to do science experiments, learn a musical instrument and play sports. On top of that, _____ holidays. Oh, I nearly forgot, you also _____ play with your friends five days a week. What is there not to like? OK, school lunches are not the best in the world but you _____ lunch. And yes, exams are stressful, but if you study, you'll do well in them. I'd love to go back to school. If I _____, I'd try my best _____.

CORRECT THE SPELLING

Most kids say they don't like school. They say their cebtjss are ngorb or there's too much homework. In fact, school is one of the best times of a person's life. Think about it. The hours are hrost – usually just six hours a day. You have the opportunity to learn lots of really esifuu stuff. You get to do science experiments, learn a ullsmca instrument and play sports. On top of that, you get asodl of holidays. Oh, I nearly forgot, you also get to see and play with your friends five days a week. What is there not to like? OK, school csnhelu are not the best in the world but you can bring your own lunch. And yes, samxe are eufstiss, but if you study, you'll do well in them. I'd love to go back to school. If I had another cnhace, I'd try my best in every subject.

4. Students talk in pairs about what they would like to change in their school. 5 mins.

Changes in our school?

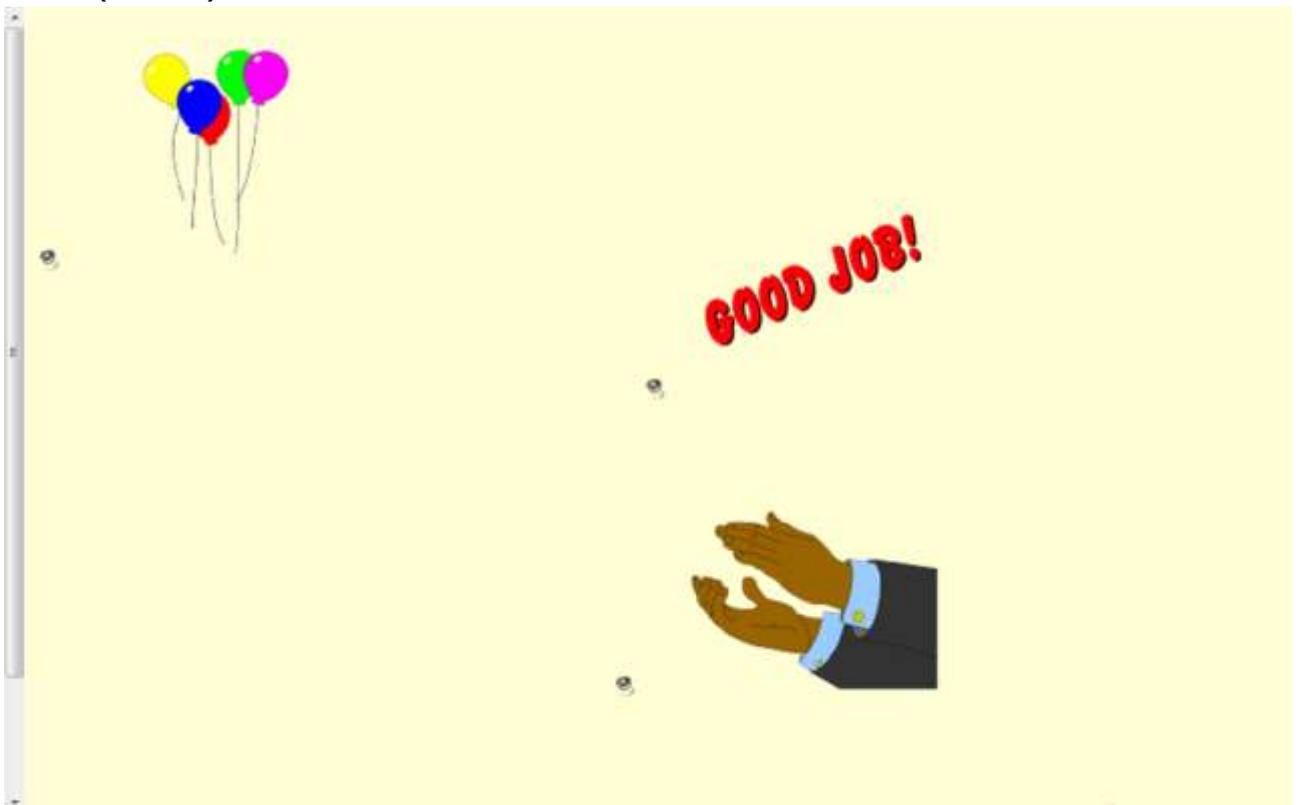


timetable

canteen

lockers

5. Consolidation, evaluation of the students' work using the scores from the online exercise. (5-6 min).



GOOD JOB!

Lesson plan 7

Authors: Inga Laurineniene, Giedre Sidlauskiene, Dovile Kuznecoviene, Natalija Mulerova, Kristina Mockeviciene

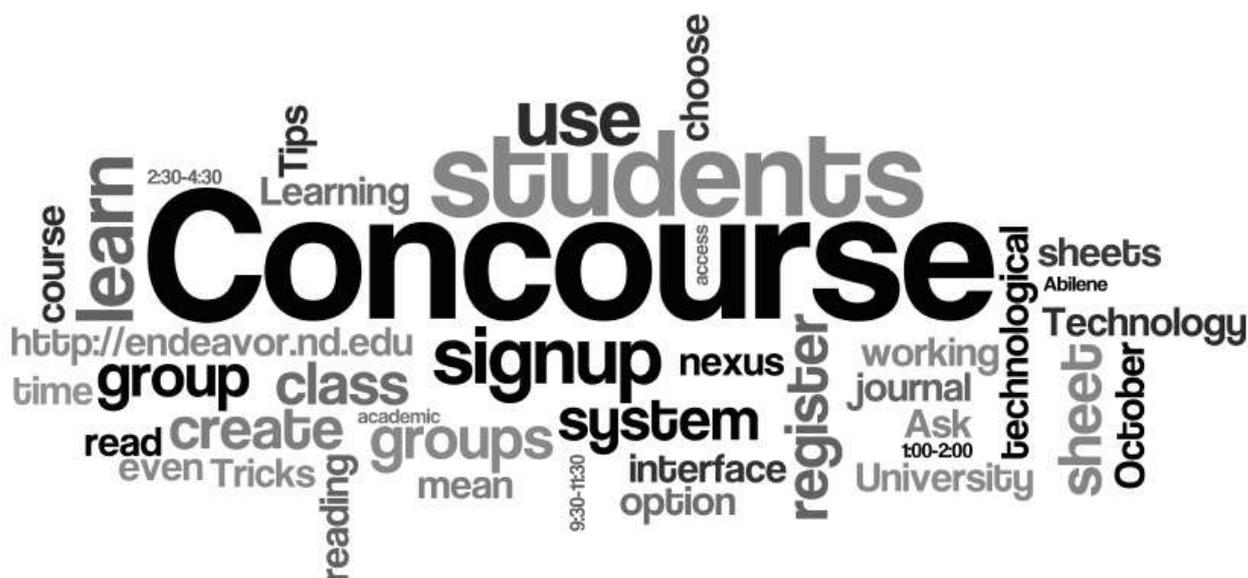
Form: 12

Topic: Paragraph writing

Aim: To develop writing and speaking skills through video watching.

Tools: IWB, projector, Google forms, Internet, Jig, Edmodo.

Warm up (3-4 min): presentation of 8 new words using word cloud, students give definitions.



Body:

1. Using the words given from warm up stage students try to develop the story line. (8 minutes)
2. Video watching <http://www.thefilmnetwork.co.uk/film/the-amateur> (9 minutes)
3. Edmodo quiz from the video to check the story understanding (4 minutes)
4. Revision of writing a paragraph using google form (4 minutes)
5. Writing a paragraph creating the ending to the story (50 words) (12minutes)
6. Sharing on Edmodo (2 minutes)

Feedback: questionnaire presented on google form (2 minutes)

Homework: reading and voting for the best paragraph using Edmodo.

Evaluation is based on the votes.

Lesson plan 8

Authors: Monika Krumplyte, Daiva Bernataviciene, Irina Goncarova, Nina Mickeviciene, Evelina Lisauskaite

Topic: Cultural differences: stereotypes

Level: Intermediate

Objectives:

1. Explore the stereotypes about different nationalities
2. Extend the topic related vocabulary
3. Practise listening and speaking skills

! Before the lesson ask students to guess the countries which are described. Upload the worksheet on Edmodo so they can do it at home and post comments. Discuss the results at the beginning of the lesson.

Worksheet 1. Stereotypes.

Have stiff upper lip.

Love talking about the weather.

Hate people who try to jump the queue.

Are terrible cooks.

Are great cooks.

Don't speak English.

Do not like to work - prefer to go on strike.

Rude to tourists.

Are good mechanics.

Are organised.

Have no sense of humour.

Eat a lot of sausage and sauerkraut.

Live with their parents until they are forty.

Eat a lot of pizza.

Are addicted to fashion.

Use a lot of hand gestures when they speak.

Are tech-savvy.

Are short.

Are workaholics.

Arrive in packs.

Answers (do not post it on Edmodo): The British, The French, The Germans, The Italians, The Japanese

2. Upload two photos on Edmodo so that the students can comment and share ideas about the people in the photos. During the lesson show them how the people look like in real life. Discuss. Check if they know the saying "Don't judge the book by its cover."

Worksheet 2. Photos.

<https://drive.google.com/file/d/0B7-NXOgENE96V1VWakdSNFRPLTQ3cm1YeFpiLW0xNERWRm1R/view?usp=sharing>

<https://drive.google.com/file/d/0B7-NXOgENE96MIYzMIFzdDhaNXNLQWdHYUITS2IxeFlwV3JF/view?usp=sharing>

The photos you show to the students in the classroom.

<https://drive.google.com/file/d/0B7-NXOgENE96X0IVZWpJTnFuaEk/view?usp=sharing>

<https://drive.google.com/file/d/0B7-NXOgENE96Ym9BakRaczAwNE10QmUwRXdmVkliSzN0ck5B/view?usp=sharing>

1. Questionnaire What are the British like? You can create one on Google platform. Ask the students to complete the questionnaire on Edmodo. Discuss the results.
2. Watch the video about the British:

<https://www.youtube.com/watch?v=fIWL4CUAnVM>

Ask students to write as many adjectives from the video as they can. Check who has more adjectives from the video. Watch the same video with subtitles, add to the list. Share the word list on Edmodo.

Worksheet 3. Word list.

What are the British like?

aristocratic

fair

formal

family-orientated

nice

witty (A witty remark is clever and funny and timed just right. When you make such a remark, you are also considered to be *witty*.)

abhorrent (Inspiring disgust and loathing, repugnant, despicable.)

wonderful

reserved

stiff

homey (Comfortable and cosy. Slang: originating from the word home boy. People you grew up with. Trusting them and having faith in them.)

formal

fun

cold

starched (Stiff or formal.)

pompous (Self-important.)

stringent (Strict, precise.)

prejudiced (An unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge.)

awful

wry (Funny in an understated, sarcastic, or ironic way.)

Pair work. Students discuss stereotyping in pairs. The questions can be uploaded on Edmodo or shown on the screen in the classroom.

Worksheet 4. Pair work. Discussion.

Discuss:

- How is your country stereotyped?
- Do you stereotype people?
- Does stereotyping help you in some way?
- Why do you think people stereotype?
- How can stereotypes be damaging?
- Do you think that it is a good idea to stereotype people?
- How are various nationalities stereotyped?
- How can being stereotyped hurt your job opportunities?
- What is the difference between stereotypes and prejudices?
- Are stereotypes offensive?
 - Funny?
 - Realistic?

Homework: Students have to find more information on this topic via the Internet. Share the link to the listening task about Stereotypes from Listen a Minute on Edmodo.

<http://www.listenaminute.com/s/stereotypes.html> Students have to do the quizzes.



Attachments area.

[Preview YouTube video Real English® 14a Subtitled - Long Version British CC Double](#)

Additional material for practicing vocabulary: <https://quizlet.com/144142050/scatter>

Lesson plan 9

Authors: Ausra Skeivyte, Ada Micpoviliene, Kristina Disevic, Margarita Kvedarauskiene

Form: 9

Level: mixed (A2- B1)

Time: 45 min.

Topic: Holidays

Aim: to practice the English language skills related to the topic of holidays.

Objectives: to develop vocabulary and listening comprehension skills.

Methods: the usage of IT (www.listenaminute.com; www.edmodo.com; www.kahoot.com; www.classtools.net), IWB.

Additional material: google maps, www.youtube.com

Assessment: self-evaluation

Procedure:

- Warming up

Students do the questionnaire on holiday habits prepared using google forms (5-7 min).

Students analyze the statistical data.

- Main part

Students log in www.edmodo.com

Students listen to the text from www.listenaminute.com (2 min)

Students do quiz 1 individually (5 min)

Students do quiz 2 in pairs (10 min)

- Differentiation

Correct the spelling (5min) for stronger students

Unjumble the words (5-7 min) pair work for stronger students. Students watch the video "Barcelona" taken from www.film-english.com in groups of 4.

Students do the task based on the video using www.kahoot.com

- Feedback and self-evaluation

Students go to the interactive board and mark their progress.

- Optional task

Students listen to a song and fill in the gaps with the words they hear.

Hooray! Hooray! It's a holi-holiday-Boney M.

- Homework

Students have to find 3 minute videos on popular holiday destinations and share them on www.edmodo.com

Lesson plan 10

Author: Natalija Objedkina

Level: Pre-Intermediate

Topic: Do / Does (Present Simple)

Objectives:

- To revise **Do** and **does**: Present Simple; the usage of **So** for agreement. This is the first of 3 lessons featuring this verb tense.
- To revise vocabulary to describe personality.
- To introduce four video interviews in/on the street, including David & Alan, Robert and Chris, Sybil, and Chris & Donna & Millie who work together in order to review a polite way to ask someone to introduce a friend as well as people introducing themselves.
- To introduce students to new verbs in a form which express generalities and habits such as going to work everyday.

Materials:

Video Lesson 21 at <http://www.real-english.com/reo/21/unit21.asp> with 10 following exercises for this lesson.

Procedure:

1. Students watch the video without subtitles in order to train their listening skills, pronunciation.
2. Students do all the exercises on spelling, comprehension, grammar, creating video transcripts, describing personality of speakers.
3. Students watch the video with English Subtitles, using the Pause button. Students can repeat and practise the dialogues in pairs.

Follow-up/homework:

Students are given the link to do homework (e. g. to practise dialogues, create their own conversations, finish the exercises in case they have not finished them in class).

Lesson evaluation:

The Video Lesson at <http://www.real-english.com/reo/21/unit21.asp> provides automatic self-evaluation of all exercises given and constant video support for each task.

Lesson plan 11

Authors: Danguole Geniene, Marija Kleckovska, Hannah Shipman, Aukse Serstobojeva

Topic: Transport

Objectives:

- a) To introduce and teach transport vocabulary and recycle it through speaking.
- b) To raise social awareness and role play real-life situations (older teens).

1. Warm-up in pairs (10 minutes)

Student A watches the video and describes what's happening in it:

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

Student B sits with his/her eyes closed and listens to the description.

Student B guesses the topic of the lesson.

The whole class watches the video again in order to check whether the prediction was right or whether there were any interesting predictions.

2. Pre-reading discussion (5 minutes):

The teacher asks the students what they know about traffic rules and regulations in Lithuania.

Reading task (10 minutes): <http://www.japan-guide.com/e/e2022.html>

The teacher gives out handouts with the text on or shares the link with the students. The text is about traffic rules and regulations in Japan.

Task: Scan the text and pick out the 3 most interesting facts.

Students can underline difficult vocabulary. Board this and clarify.

Post-reading activity (5 minutes):

Students compare traffic rules and regulations in Lithuania and Japan by talking in pairs.

3. Role play activity (10 minutes):

Students are given 3 role play situations to choose from and prepare and act out the situations in pairs. (Show the PPT slide). Or allocate roles by handing out the QR codes. While listening to the role plays, students need to take notes of the active vocabulary on transport used by other students.

Pre-teach "designated driver" - someone who will not drink alcohol because they have promised to drive their friends/family home.

Allocate roles by QR code.

- ### 4. Feedback
- on role plays and discussion what the best ways to behave in these situations are.

Homework: Share the link:

<https://edpuzzle.com/assignments/57753a023cfd58b29d61fa2/watch>

Watch the video and answer the questions. Activity created using Edpuzzle.com (5 minutes)

QR codes for the role plays



1A – party non-driver



1B – designated driver who has been drinking

ROLEPLAY 2

2A



2B



ROLEPLAY 3

3A



3B



Compare and contrast these types of transport and say who would drive such vehicles.



Compare and contrast these types of transport and say who would drive such vehicles.



Roleplay (choose 1)

• You have been at a party at your friend's house. The person who promised to drive you home has been drinking alcohol. Roleplay the conversation.

– Student A: You / Student B: The “designated driver”

• You are on holiday in England and your hire car breaks down. It is 11pm, it's raining, and you are in the middle of nowhere. Call the hire car company to get some help.

– Student A: You (the driver) / Student B: The hire car representative

• Your younger sibling (brother or sister) is refusing to fasten his/her seatbelt. Explain to him/her why s/he has to wear a seatbelt.

– Student A: You / Student B: Younger brother or sister

Lesson plan 12

Authors: Danguole Geniene, Marija Kleckovska, Hannah Shipman, Aukse Serstobojeva

Topic: Travelling (revision after the whole unit)

Objective: to revise travelling vocabulary and the language of opinions.

1. Homework check (15 minutes)

Poster (digital or paper) presentation: "My dream destination for travelling" (what destination and why?). It may be followed by students' questions.

2. Listening (15 minutes):

Listening activities (<http://listenaminute.com/t/travelling.html>)

Listening file: <http://www.listenaminute.com/t/travelling.mp3>

1. Gap filling (individually)

Travelling gives you _____ you cannot find in your own country. You meet local people and get to _____. It's so exciting. I _____ and doing some research on the country or countries I want to visit. Sometimes I like to plan _____, my flights, hotels and tours, etc. For me, the most exciting thing is arriving in a country with _____ and no fixed plans. I _____ and guest houses. You get to meet and talk to different and interesting people _____. I also like to visit places that are _____. Being somewhere with thousands of other tourists? It's not my cup of tea.

2. Quiz No.1 (rebuilding the text; individually)

3. Quiz No.2 (retyping the text; pair work)

3. Pre-teach giving opinions as preparation for a debate (5 minutes):

Using flashcards from "Quizlet": agreeing/disagreeing

Tell the students about the site and app. Show them extra practice games to do at home.

<https://quizlet.com/22272808/flashcards>

Or language and dragging exercise on agreeing and disagreeing:
<http://learnenglishteens.britishcouncil.org/exams/speaking-exams/agreeing-and-disagreeing>

4. 2 group debates (10 minutes):

Whether it's better to take holiday in Lithuania or abroad.
Either live or using <http://www.tricider.com/home>

