

LESSON PLAN

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

SCHOOL:

SCHOOL YEAR: 2017-2018

CLASS: C (LIFE B2)

CEFR LEVEL: B2

**THEMATIC UNIT: 3 – SCIENCE AND TECHNOLOGY
IS TECHNOLOGY THE ANSWER?**

DATE: ...

TIME: 40'

CEFR AIM(S)

Overall listening comprehension

1. understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life

Overall spoken interaction

2. use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas
3. account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments

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

Attainment Targets:

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

- 2.1 talk about how science and technology will evolve in the future.
- 3.1 express and support their opinion with arguments about how science and technology will affect our life in the future.

Teaching Targets:

Viewing and listening:

- 2.1.1 vocabulary related to scientific and technological advancements
- 2.1.2 information / gist from a video clip and a listening about future predictions
- 2.1.3 predictions about how life will change in the future

Speaking:

- 3.1.1 conversation about how science and technology will affect our life in the future
- 3.1.2 support of opinion with arguments

PRIOR KNOWLEDGE: vocabulary related to science and technology
ways to express/support opinions
future tenses
modal verbs

PROCEDURE: *Activities have a direct and effective contribution to the achievement of the lesson objectives. (The number of activities may vary)

ACTIVITY 1: – INTRODUCTION

Students watch a video clip on HOW TECHNOLOGY WILL EVOLVE IN THE FUTURE, to be introduced to the topic.

Viewing: EITHER: <https://www.youtube.com/watch?v=-c173R5-hel>
OR: https://www.youtube.com/watch?v=-6wdjrN_5vg

What is the video clip about?

How will life change in the future?

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

Students may add their own opinions!

ACTIVITY 2:

Students open their books on page 33 and go through ex. 3.

They may be asked to highlight / underline the key words in the exercise rubric.

T asks them to think and write down what justifications the speakers may offer for their predictions.

ACTIVITY 3: LISTENING SECTION:

Students listen and check their answers.

** This info can be organized in a word cloud/mind map.*

ACTIVITY 4:

Students are divided into groups of 4 and given strips of paper with pictures depicting possible changes that will occur in the future (e.g. people living on other planets, flying cars, A.I. etc). They collaborate to present their picture and explain whether they believe this is possible to happen in the future and what impact will have on humanity.

**groups present their work with arguments. This may cause a debate which requires ss to sustain their opinion.*

ACTIVITY 5 – CLOSURE /QUICK REVIEW:

T gives a piece of paper to the ss sitting at the front rows and asks them to write a phrase related to what they have learned. Then, they pass it over to the ss sitting behind them to write their own phrase. This is repeated several times until every student has written their response. When everybody has finished the pieces of paper are collected and read by the first student or the teacher aloud!

Alternatively, T asks ss to write the most important thing they have learned in today's lesson and what they have understood the least.

FOLLOW UP ACTIVITY/ INDEPENDENT PRACTICE OPPORTUNITIES:

In pairs or groups of 4 they use their smartphone/PC or their imagination to find a real or imaginary invention or scientific development of the future.

They have to describe it and explain how it is (going to be) used and its implications for humanity.

Teacher may give a link with relevant info.

<https://www.youtube.com/watch?v=-D4inqO5f-Y>

**This can be done as homework or classwork project.*

****Differentiation:**

- ask ss to draw an invention and talk about it
- use mind and spider maps to illustrate it
- prepare a short presentation about their invention
- prepare a poster and present it
- prepare an interview/dialogue between an inventor/scientist and a reporter.

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

RESOURCES/MATERIALS:

PC / Video projector

You tube

Book

book software

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