

LESSON PLAN

TEACHER: Maria Germanou
SCHOOL: Agios Georgios Lyceum, Larnaka
CLASS: B Lyceum
THEMATIC UNIT: Unit 3, WATER
CB p.33: Introduction

SCHOOL YEAR: 2018-2019
CEFR LEVEL: B1+
DATE: 20/11/18
TIME: 40'

CEFR

1. Overall spoken interaction.

Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions.

2. Overall listening comprehension

Can understand straightforward factual information about common everyday topics, identifying both general messages and specific details.

ATTAINMENT TARGETS/LESSON OBJECTIVES & TEACHING TARGETS

Attainment Targets

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

- ✚ Talk about the importance of water and some facts about it.
- ✚ Compare and contrast their everyday facilities to another one's
- ✚ Express their opinion about ways of saving water.

Teaching Targets

Viewing and Listening:

- ✚ Information from a video about daily water walks.
- ✚ Facts related to water.

Speaking

- ✚ Conversation about daily water use / ways to save water.
- ✚ Conversation about different cultural aspects of everyday things

Prior Knowledge:

Present and past tenses

Some basic knowledge of the most important uses of water.

Resources / Materials:

Course Book
YouTube video
Book software
Internet (image and quote)
handout

PROCEDURE:

ACTIVITY 1 – INTRODUCTION

Students are asked to brainstorm different uses of water and its importance *and write their ideas down on the handout, in exercise 1.*

T adds “Think of as many uses of water as you can. You have a minute!”

T organizes their answers in a mind map or a word cloud on the board.

DEVELOPMENT

ACTIVITY 2:

T asks Ss to look at the picture with the quote and express their ideas concerning its message.

What has happened to this land? Why did this happen? Is it our fault this land is barren? What is the situation in Cyprus? How likely is it for our country to end up looking like this?

ACTIVITY 3:

Students get to watch a video showing a girl walking for water. Students have to take notes describing the difficulties of the water fetching process. (long difficult walk, bucket is too heavy for the little girl, water isn't clean, it's a daily routine)

<https://www.youtube.com/watch?v=4V-KoJGGJ4s>

Critical Thinking / Good citizenship:

Ss are asked to compare and contrast themselves to the girl

ACTIVITY 4:

T tells Ss to open their book on page 33 and work in pairs to do exercise 2 trying to guess the right numbers for each fact. Then they listen and check their answers.

A discussion may follow about what is striking about the info they have written.

ACTIVITY 5 – CLOSURE

T draws Ss' attention to question 4 on the handout. Students work in pairs and think of ways to save water.

All suggestions are heard and the class afterwards decides which suggestion is the most effective one and give reasons for their choice.

FOLLOW UP ACTIVITY/ INDEPENDENT PRACTICE OPPORTUNITIES

Homework:

It's the World Water Day soon and your Art teacher has asked you to enter a poster drawing competition. The topic of the competition this year is 'Water Saving'.

The students are asked to paste or draw a picture related to water conservation on an A4 sheet of paper and write a quote onto it or the water saving ways mentioned in class earlier.

Differentiation attempted:

Activity 1: Students can brainstorm simple uses of water (drinking) or more complex ones (fish tank).

Activity 2: Picture helps weaker students understand that lack of water is being discussed and the quote gives the opportunity to stronger students to talk about our share of responsibility.

Activity 3: All students can get a clearer picture of the topic discussed through video watching. Everybody's interest is maintained.

Unit 3, Water

1. What do you use water for every day? How important is water?

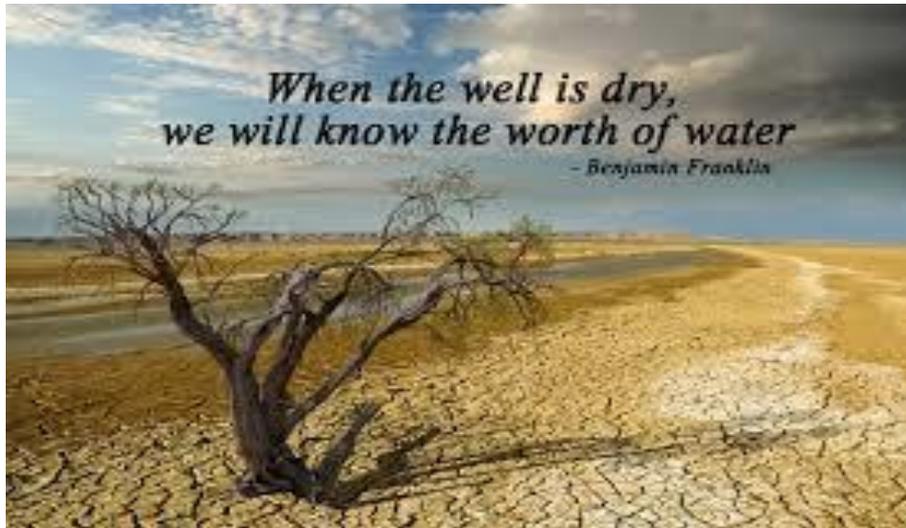
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2. Look at this picture and read the quote on it. What does this quote tell us about the way we use water?



3. Unfortunately, clean water is not available to everyone. **Watch a video** showing a girl in Kenya walking for water. Describe how hard it is for some people to get water mentioning the difficulties.

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4. People in Europe are not very water conscious.

Work in pairs and think of some ways we can help save water.

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