

Lesson Plan

School: “Mihai Viteazul” National College, Ploiesti

Teacher: Simona Anca Mazilu

Subject: English

Date: 21st March

Grade: 11 M1

Number of students: 13

Level: Advanced/B2-C1

Topic: “*Lessons come and Go*”

Duration: 50 minutes

Approach: Communicative; TBL/Task-Based Learning

Specific Competences:

- ✓ Identifying viewpoints and opinions expressed in various oral or written messages with a view to comparing them to personal ones (General competence: receiving spoken or written messages expressed in various communicative situations);
- ✓ Presenting – orally or in writing – events or personal experiences, along with expressing own feelings and responses generated by this (General competence: producing spoken or written messages suited to various communicative contexts);
- ✓ Appropriate asking for opinions and ideas, followed by adequate commentaries in oral or written communication; checking for understanding and requesting reformulations, clarifications and explanations when the information is not clearly perceived; supporting a point of view in a discussion; spoken or written hypothesizing and adequate responding to others’ assumptions (General competence: producing spoken or written interaction)

Lesson Objectives:

- ✓ **Cognitive** – from lower-order skills to higher-order skills (LOTS to HOTS) according to Bloom’s Taxonomy (the Older version or the revised one/BRT): faced with different tasks throughout the session, students will be able to:
 - a) Retrieve, recognize and recall relevant knowledge from long-term memory; describe experiences and events of personal interest;
 - b) Understand the main ideas of a complex text on both concrete and abstract topics; recognize implicit meaning;
 - c) Produce clear, well-structured text, showing controlled use of organizational patterns, connectors, and cohesive devices, and explain a viewpoint giving the advantages and disadvantages of various options;
 - d) Interact with one another and exchange ideas, feelings, emotions, etc. related to the topic fluently and spontaneously, without much obvious searching for expressions
- ✓ **Affective:** attitudes, appreciations, relationships. Given the opportunity to work in a pair or/and team, students will listen to others with respect, manifesting flexibility

and tolerance; participate in class discussion, question new concepts and models in order to fully grasp them; show the ability to solve problems and work towards a goal; show self-reliance when working independently; cooperate in group activities/display teamwork; revise judgments and change behavior in light of new evidence; value their peers for what they are.

Anticipated Problems:

- ✓ Some students might be shy and unwilling to participate actively throughout the lesson;
- ✓ Students might find it hard to open up and share their personal experience, emotions, feelings, and/or express a clear, articulate viewpoint on the matter;
- ✓ Students might not have much to say at times

Methods and Techniques:

- ✓ Discussion
- ✓ Individual work
- ✓ Pair work
- ✓ Group work
- ✓ Brainstorming
- ✓ Completing information-gap
- ✓ Comparing and contrasting
- ✓ Problem-solving
- ✓ Free-writing

Types of Interaction: T-Ss; Ss-Ss; Ss-T

Aids and Materials: PC, data projector, white board, handouts, notebooks

Bibliography:

- ✓ Teacher's guide to the Common European Framework;
- ✓ Common European Framework/CEF Global Scale;
- ✓ Programe scolare pentru ciclul superior al liceului - Limba Engleza, Clasa a XI-a, Nr. 3410/07.03.2006;
- ✓ <http://www.nwlink.com/~donclark/hrd/bloom>.
- ✓ <http://www.onestopenglish.com/support/methodology/teaching-approaches/teaching-approaches-task-based-learning/146502.article>
- ✓ <http://www.onestopenglish.com/support/teaching-tips/general-teaching-and-planning-tips/general-planning-lessons/146578.article>

Class Development

Stages/Time	Methods&Techniques	Procedure
<p>Activity 1 (~5-6min)</p> <p>Warm-up</p> <p>Aims:</p> <ol style="list-style-type: none"> To create a suitable atmosphere for the new lesson; To spark Ss' interest in the topic 	<p>Conversation</p> <p>Brainstorming</p>	<ol style="list-style-type: none"> Greetings and introduction of the guests; T checks attendance; T asks Ss how they feel; T draws a spidergram on the white board and elicits from Ss words relevant to the topic of classroom lessons
<p>Activity 2 ~ (2 min)</p> <p>Taylor Mali: <i>“What Teachers Make?”</i></p> <p>https://www.ted.com/talks/taylor_mali_what_teachers_make</p> <p>or</p> <p>https://www.teachingchannel.org/videos/teachers-make</p> <p>Aims:</p> <ol style="list-style-type: none"> To mentally and emotionally prepare Ss for the next step 	<p>Storytelling</p>	<p>T reads out the story while Ss listen</p>
<p>Activity 3 (~15 min)</p> <p>Evocation: <i>“Think back to a school lesson that you really liked. What made it special?”</i></p> <p>Aims:</p> <ol style="list-style-type: none"> To stimulate Ss to make the transition from using lower order to higher-order thinking skills (Bloom's Taxonomy); To make them interact with one another and feel comfortable during the exchange 	<p>Individual, pair (PW) and group/team work (GW)</p>	<ol style="list-style-type: none"> Ss reminisce and free-write on while listening to relaxing music and viewing scenes from nature on the data projector screen – individual stage; Ss evaluate – PW; GW; Ss compare and contrast – PW; GW; Ss rank – individually, in pairs, in small groups/teams – PW; GW; Ss reach consensus or agree to differ PW, GW; Ss report their findings/conclusions to the class while T records them on the board
<p>Activity 4 (10 min);</p> <p>John Lennon's Quote: <i>“When I was 5 years old, my mother always told me that happiness was the key to life. When I</i></p>	<p>Individual work</p> <p>Pair work: completing information gap</p>	<ol style="list-style-type: none"> Ss read the text and attempt to identify the key-concepts and the different perspectives on them; Ss then complete the compare/contrast organizer to explore

<p><i>went to school, they asked me what I wanted to be when I grew up. I wrote down 'happy'. They told me I didn't understand the assignment, and I told them they didn't understand life."</i></p> <p>Aim:</p> <ol style="list-style-type: none"> To understand key-concepts; To produce value judgments of their own <p>Activity 5 (15 min) <i>Lessons come and go</i></p> <p>Aim:</p> <ol style="list-style-type: none"> To read critically; To exchange ideas and opinions on it; To draw their own conclusions about the general topic of the lesson 	<p>Individual or pair work: filling in the thematic web</p>	<p>the non-analogous characteristics of the two concepts related to the given topic</p> <ol style="list-style-type: none"> Ss read the poem on their own; Ss identify the main idea and the ones connected with it, and fill in the thematic web – individually or in pairs; Ss then answer a few critical reading questions, such as: “What is the author’s purpose?”; “What key questions does the author raise?”; “What key-concepts does the author use to organize his information?”; “What key-conclusions is the author coming to?” “Are those conclusions justified?”; “What are the implications of the author’s reasoning?” etc.
<p>Activity 6 (~5 minutes) Reflection and home assignment</p> <p>Aims:</p> <ol style="list-style-type: none"> To raise awareness on what really matters in teaching/learning in the long-term; To sensitize students to the power of the educational act: it can be life-transforming 	<p>Sharing an inspirational quote</p> <p>Free-writing</p>	<ol style="list-style-type: none"> T projects and/or reads out the famous quote on the tragedy of life by Benjamin Elijah Mays, famous American educator (1895-1984): <i>“It must be borne in mind that the tragedy of life does not lie in not reaching your goal, but in having no goal to reach...”</i> T explains Ss’ assignment for the next class: Ss will free-write on this inspirational quote on education.