

# Lesson Plan 1

## Cover page

Outcomes	Content	Students will be able to: - demonstrate understanding of Earth's water distribution in different amounts - point out different places of water location, bodies and kinds of water - successfully draw mind maps - summarise information and write a short summary - memorise and use vocabulary covered in the lesson - work together in a group or pairs
	Culture	- Understand the global importance of the topic (especially the fact that 99% of all Earth's water is unusable) - Gain knowledge about the phenomenon of water. - Understand that they can learn, no matter which language they are using
	Language	Students will be able to: - ask the questions of General and Special Types (Wh-) - describe and classify - ask for information - make suggestions - guess
	Learning skills	Students will be able to collaborate both in pairs and groups, discuss the ideas and report them. They will thus use language in a variety of ways and learn from each other.
Personal aim	To introduce students to a new topic on the importance of water. Communicate working in pairs and groups.	
Timetable fit	Learners are working on a Unit about green issues related to water. After they finish with this introductory lesson, they will move onto the topic called Round and Round it Goes... (The Water Cycle).	
Group profile	10 <sup>th</sup> B form, there are 15 students in this class.	
Time	45 minutes	
Assumptions	Students are of B1.1 (pre-intermediate) level of English. They already possess some basic knowledge about water but they will expand their vocabulary related to water and use their higher order thinking skills while asking questions. They will also consolidate the main ideas of the topic during: - making questions to the given answers - drawing a mind map - a short writing activity.	
Anticipated problems and solutions	Students may be slow or shy to start the brainstorm, therefore they will be put in small groups to encourage them. Students may be unsure of some key vocabulary in the reading text, therefore more complicated words will have definitions and word task will be done before reading the text to be sure they know all the necessary words.	
Materials	Lesson material presented in slides; students' exercise books; pre-reading task (questions for brainstorming); the text "The Earth's Water"; slips with the key-words and their definitions for the loop game; the task for making questions to the given answers; the table-task for classifying and transferring information; the task for making a mind map; the list(s) of more difficult words and phrases to be met in the text; the tables for giving feedback and self-evaluation.	

### Procedure

Stage	Aim	Procedure	Materials	Interaction	Time
Warmer-Brainstorming	To frame students' thinking about the topic and raise their curiosity	Teacher asks the question about the most important substances in the Universe and for all live creatures, elicits the answer (Water) from the students, shows the topic 'Water, Water Everywhere!' on the screen and asks students to think of 3 ideas why water is important.	Screen	In groups of four, SS – T	3 mins
Outcomes	To clarify aims of the lesson	Teacher discusses and elicits the outcomes of the lesson with class.	Screen	T – SS	2 min
Pre-reading	1) To activate students' prior knowledge.	Teacher gives Task 1 Do you know? with True / False statements and elicits the answers of pairs and groups.	Screen and the handouts with Task 1 for each student.	In pairs and groups of four, SS – T	3 mins
Pre-reading	2) To preteach topic-based vocabulary.	According to the level of students, teacher chooses the	Screen or handouts for each pair with	T – SS	3 mins

		<p>strategy of introducing the new/more difficult terms from the text:</p> <ul style="list-style-type: none"> <li>- put down on the screen and translated by the teacher into the students' mothertongue;</li> <li>- provided with brief definitions (in oral or written)</li> <li>- guess the meaning from the context</li> <li>- look the meaning of more difficult terms up in a monolingual or bilingual dictionary</li> <li>- ask a friend in a pair or group (See the Teacher Notes). They should be pronounced and repeated by students.</li> </ul>	the list of more difficult words/phrases from the text and students' exercise books.		
Pre-reading	3) To set goals specifying what students want to learn.	Teacher asks students to check if their answers in the Task 1 were correct after the rading Task 2.	The answers in handouts with Task 1 for each student.	SS – T	2 mins
While- reading	To build the strategy of careful reading to encourage comprehension	Teacher mingles, monitors the work of students and provides support when needed	Screen with shemes and Task 2 handouts with the text "The Earth's Water" for each student	Individual work.	8 mins
After reading	To check the students' understanding of the ideas and key- words/definitions read, while checking answers in the previuos handouts and playing a loop game.	Students report on the things they learned from the text while justifying incorrect answers. Students play a loop game.	The handouts with Task 1 and Task 2. Slips with the key- words and their definitions for the loop game Task 3 and screen with explanation of a loop game.	In pairs and groups of four, SS – T	8 mins
Making questions to the given answers	To reflect on the topic using information from the text.	Teacher asks students to write the questions to the answers.	Screen and the handouts with Task 4	In pairs and groups of four, SS – T	5 mins
Classifying information from the text	Point out different places of water location, bodies, kinds of water and expressions related to the amount of water.	Teacher asks students to go through the text again and put all the words or expressions under the right headings in the table.	Screen and the handouts with Task 5	In pairs and groups of four, SS – T	3 mins
Drawing a mind map about water	Explain the concept of a mind map and what it can be used for – to help them memorise and store new words and phrases effectively.	Teacher asks students to complete their mind maps and then compare and discuss them in their groups.	Screen and the handouts with Task 6	In pairs and groups of four, SS – T	3 mins
Giving home task	For the beginning of the next lesson the students can speak about water using their mind map and vocabulary covered in the lesson.	Teacher asks students to write (at home) about three sentences about each sub-topic using the vocabulary covered in the lesson.	Screen and students' exercise books	Individual work, SS – T	2 mins
Giving feedback and self-evaluating	Elicit both facts and methods what they have learnt and if they are satisfied with their participation in the lesson	Teacher asks students to complete the given tables.	Screen and the handouts with Task 8	Individual work, SS – T	3 mins
Extra Task 9	Speaking while oral sentence expansion	Teacher asks students to work in groups. In turn, make the first sentence longer adding the information from the chart and table.	Screen with Task 9		

