

Lesson Plan Template

'Bringing People Together'

Name: Inna Shcherbak

Length of lesson: 45 minutes

1. Overview description of your students (how many, age, language level, and purposes for studying English)

There are 8 sixteen-year-old students in the class, mostly girls (5:3). Their language level is Intermediate/Upper-Intermediate. The class is monolingual, all the students speak Ukrainian. All of them are Ukrainian. The majority of the students are motivated by successfully passing standardized English assessment tests such as B2 First, IELTS, TOEFL before enrolling in university.

2. What aspect(s) of critical thinking does this lesson work on?

- listening actively to agree or disagree;
- observing and interpreting;
- thinking of consequences while making decisions.

3. What aspect(s) of intercultural awareness and culture does this lesson work on?

- developing intercultural awareness and important social values such as empathy and respect for others;
- dealing with generalizations and breaking stereotypes;
- reflecting on positive social behavior.

4. In this lesson, I anticipate students will be challenged by:

- a) Students may have trouble thinking of the person's thoughts in pre-reading activities;
- b) Students may not be able to participate effectively in after-reading discussion because of lack of experience and vocabulary;
- c) Students may be too shy while performing in front of their peers during the role play activity.

5. To address these challenges, I plan to (note the specific activities that will address these challenges):

- a) I will ask students to take it in turns to say a sentence about a photo and to complete to continue adding details until their partner cannot think of anything else to say;
- b) I will elicit some ideas/situations and help my students with vocabulary difficulties;
- c) I will encourage quiet students to stay in character in order to overcome their shyness.

6. This is the way I will assess my students (note specific stages and specific activities that you will use for assessment):

- They will talk about the chosen person's thoughts in the photo using appropriate grammar structures and adjectives for describing feelings.
- Students will complete the table with their answers from the blog. The answers shouldn't have to be in full sentences.
- Students will demonstrate several active listening techniques, for example: listening to the partner very carefully, sharing the experience, recognizing the emotional side, asking follow-up questions to keep on communicating and give a detailed response.
- I will assess my students' performance in a role-play activity by using a creative and critical thinking rubric.

Objective(s): By the end of the lesson, students will be able to....

- practise their speaking skills with an emphasis on fluency and reaching agreement using critical and creative thinking skills;
- demonstrate a good range of functional language: agreeing, offering help, asking for help, making decisions while communicating/interacting with their partners;
- master their skimming and scanning skills by doing while-reading tasks.

Detailed Lesson / Activity Plan Steps

Time	Lesson content / Activity stages	Students will... (what they will do and how they will interact with each other and the content)	Language focus (what kind of language will the students be using / practicing)	Role of the teacher... (my role, and what I will be paying attention to)	Questions that I will ask the students to deepen their learning
1 min	Warm-up.			Greetings. I will welcome students to the lesson and ask them personal/general questions related to the lesson.	Hi, how are you? How long does it take you to get to school? Do you feel comfortable when you use public transport? When was the last time you travelled by train?
4 mins	Lead-in. SB 'Think', Level 4, p.56 (CUP)	Ss will work in pairs/a group of three to discuss the people in the photos. They will come to an agreement on where the people might be feeling most and least comfortable. Then they will share their ideas in open class. <i>Appendix 1.</i>	Ss will describe the photos and discuss the people and their feelings using these modal verbs for speculating: might, may, could, must, can't and these adjectives: packed, stuffy, impatient, dull, polite and excited.	I will nominate the pairs. If there is an odd number of Ss, I'll pair off with one of my Ss or make a group of three. I'll give the time limit of 2 mins and ask ICQs: How many minutes do you have? Do you work individually? Will you discuss people's outfits?	I will check/clarify: stuffy (lacking fresh air), packed (tightly filled) by asking CCQs. -If you were at a very busy football match on a cold day, would you say it was packed or stuffy? (packed) - If you are in a stuffy classroom, is it easy to breathe? (no)
3 mins	Pre-reading activities. SB 'Think', Level 4, p.56 (CUP)	Ss will work individually to make notes about what they imagine to be the thoughts of one of the people in the photos. They will read out the person's thoughts for their partner to guess who it is in the first person. <i>Appendix 1.</i>	Various forms/phrases for expressing uncertainty or probability	I will provide my Ss with an example, useful phrases and grammar forms for speculating and interpreting. I'll give the time limit of 1 min.	I'll ask my Ss to think about the person they've chosen. Where might the person have been? Where is the person going and why?
2 mins		Ss will make predictions based on the picture and		I'll elicit some ideas in open class and write these on the board.	What do you think happened? Why did people start talking?

		title of the blog 'The day people started TALKING'. <i>Appendix 2.</i>			Why might the writer have thought this was a good thing?
2 mins	While-reading activities. SB 'Think', Level 4, p.57 (CUP)	Ss will read the blog to check which of their ideas on the board are mentioned. One or two students will share their ideas in open class.	Students will practice their skimming skills	I'll give the time limit of 1 min and ask ICQs: Do you read quickly? Do you write anything? Do you need to underline the sections of the blog that support your answers?	I will ask ICQs: How many minutes will you have? Will you compete with each other? What will you do if you can't find the answer to your question? Will you complete the table with full sentences?
9 mins	Running dictation.	Ss will be working in two groups of four. Each group will have a 'writer' and three 'runners'. One of the 'runners' will choose a slip of paper with a question, walk or run to the board with a taped text in front of the classroom, re-read the part of the blog in order to find the information to his/her question, remember it, return to the 'writer' and dictate the answer. There won't be necessity for students to write the answers in full sentences. Groups will compare their answers in a whole-class feedback.	Students will scan the blog to find the answers to all the questions.	I will prepare two photocopies of the blog 'The day people started TALKING', tables for completing the task and questions on separate slips of paper beforehand. I'll give the time limit of 8 mins and clear instructions for doing a running dictation. This time my students won't compete against each other but against the clock. If 'runners' have some difficulties with finding the correct answers, they will be encouraged to ask their opponents for help. I will monitor all the situation and keep my eye on the clock.	
3 mins	Reading techniques	Students will read the blog individually to underline its parts that support their answers. <i>Appendix 3.</i>	Students will practice their reading for details skills.	I'll give the time limit of 2 mins and check the completing the task. What is the underlined section of the blog for question 1/2?	

7 mins	After-reading discussion. SB 'Think', Level 4, p.56(CUP)	Ss will work with a partner and answer three questions. They will compare answers with a partner before whole-class feedback. <i>Appendix 4.</i>	A wide range of known vocabulary and grammar structures related to the discussion.	I'll monitor and help with the vocabulary. I'll note down any recurring mistakes, write them on the board, ensuring anonymity and ask students to correct them in open class	Is it typical for Ukrainians to talk to strangers? Do you feel comfortable and relaxed talking to strangers? Why do we judge people by clothes? Are first impressions the most lasting?
10 mins	Role Play: Stuck in a lift. SB 'Think', Level 4, p.56 (CUP)	Ss will work in groups of four. They will read their role cards and discuss the characteristics and behavior of their characters according to the task. They will perform in front of the class.	The functional language for agreeing, asking for help, making decisions.	I will put students into groups of four and assign a letter (A, B, C and D) to each member. I will provide my students with the idea of the role play, a critical and creative thinking rubric (Appendix 6) and give students time to read their role cards: 'Imagine you are four strangers travelling together in a lift. Suddenly the lift breaks down. An engineer has been called but won't be there for half an hour. Agree together on what you should do'. I will monitor during the role playing stage and remind students that they need to reach agreement on what to do.	What things can you say in similar situations? What are positive characteristics of social behavior? What decision can you make? What will be the consequences of your decision? Whose reasoning is the most valid? Why?
4 mins	Feedback	Students will describe briefly the main ideas/points of the lesson and their attitude towards them.		I will thank my students for their participation and cooperation in the lesson.	What have you experienced this lesson that you didn't experience last lesson? What was the most challenging or least interesting about this lesson? What questions do you still have?

Appendix 1.



The day people started TALKING



My journey home from school is nothing special. The train's always busy but I usually find a seat and start reading or texting my friends, making sure, like everyone else, not to look at other people. Then, twenty minutes later, I get off.

But last Tuesday was different. I was happily looking out of the window listening to some new music I'd downloaded that morning when the train suddenly stopped. This wasn't unusual and I didn't think anything of it. Then after about five minutes, I noticed people were starting to get a bit annoyed. They were looking around and tutting to themselves. Fifteen minutes later, people started getting more and more annoyed — the train still hadn't moved. The longer the train stood still, the more annoyed people became until finally the dreaded announcement came: 'We are sorry to announce that this train is delayed.'

That seemed to calm people down and so we all went back to what we were doing before, but soon there was another announcement: we

were going to be there for a long time — a train had broken down in front of us. There was a loud groan throughout the carriage but then something unexpected happened: complete strangers started talking to each other. At first, everyone just complained about the trains, but then people started talking about real things. I started chatting to a couple of young tourists sitting opposite me. They were from Spain and they were travelling around the UK so I recommended some places they should visit. They were having an amazing time and were taking the delay in their stride. Next, I really surprised myself by starting a conversation with a businesswoman. It turned out that there was so much more to her than a suit. She spends her weekends mountain-climbing and was going to take three months off work to climb Everest. It was fascinating talking to her. I've been wrong all my life, business people are a lot cooler than I thought. Then I decided to get up and go for a walk down the train. I met a woman who had been a student at my school seven years before and knew lots of my

teachers. It seems my teachers were just as strict then as they are now.

People offered each other food and drink. A young woman took out her guitar and soon we were singing along. It was so much fun. While we were singing, we heard there was a diabetic man in another part of the train who needed help, and the woman from my school jumped into action. It turned out she was a nurse, and when she came back she was welcomed as a hero.

Then, after two and a half hours, we started moving again. Everyone clapped and cheered and some people, complete strangers three hours before, even hugged.

Of course, this journey didn't change anything. I took the train again on Wednesday but none of my new 'friends' were there. All the faces were new. Although people were polite, they weren't nearly as friendly as the people the day before had been. So I sat down and started texting. But I'll never forget the day the train stopped and people started talking.

Appendix 3.

	Answer the questions:
1. How long, usually, is the writer’s train journey?	
2. After the second announcement, what was the first thing people started to talk about?	
3. What did the writer find out about other people?	
4. In what way(s) did people help each other?	
5. Why was the nurse ‘welcomed as a hero’?	
6. What did people do when the train started moving?	
7. What was the train journey like the next day?	

Appendix 4.

After-reading discussion.

1. Would this be different if it happened in your country, do you think? If so, how?
2. What other situations can you think of in which strangers might start talking to each other?
3. Can you remember a time when you started conversation with someone you didn't know and realized that your first impressions were wrong?

Appendix 5. Role play: Stuck in a lift.

<p>Student A</p> <p>You are an 18-year-old student who suffers from claustrophobia (which means you really don't like enclosed spaces). You can be in a lift for three or four minutes, but after that you panic and need to get out as soon as possible. When you are stressed, you usually sing to help you relaxed.</p>	<p>Student B</p> <p>You are an elderly person, about 65 years old. You have been in situations like this before and it doesn't worry you very much. However, you have an important appointment with your doctor in an hour's time so you really need to get out as soon as possible. You would like the other people to do something practical to fix the situation.</p>
<p>Student C</p> <p>You are a middle-aged lawyer. You have work to do in your office and you think it's very important that you get to your office soon. You are not a very patient person. You do not like students or unemployed people very much, and you absolutely hate music.</p>	<p>Student D</p> <p>You are an unemployed person in your 20s. You are in the lift because you are going to a job interview which starts in 30 minutes. But it's not a job you really want so you are not very worried and you're relieved to have the excuse not to go. Also, you are a very calm person and you enjoy helping other people. You also enjoy singing.</p>

Appendix 6.

Critical and Creative Thinking Rubric.

	Developing	Satisfactory	Exemplary
Analyze the situation to reach the agreement on what to do.	I can agree or disagree with my groupmates using a limited range of vocabulary.	I can participate in a group discussion and briefly give reasons for agreeing or disagreeing with a good range of expressions.	I can contribute effectively to a group discussion explaining my point of view with a wide range of expressions. I can encourage my group members to comment on their contribution by asking whether they agree or disagree. I can give clear arguments and demonstrate critical thinking.
Make decisions.	I can say whether I like or dislike different ideas. I can compare and contrast various arguments.	I can suggest some ideas and explain their importance before making decisions.	I can invite my group members to share their ideas and opinions. I can generate and employ my own ideas and other resources to make decisions. I can persuade others to come to a decision.
Stay in character to make the activity interesting and fun.	I can act my part in a role-play activity but I'm not sure how to stay in character.	I can discuss with others how to act their parts in a role-play activity and I'm sure how to stay in character and make the activity interesting and fun.	I can help the activity stay on task and look at the situation from many different perspectives. I can make the activity more original and imaginative with a great sense of humour.