## LESSON PLAN

**High School: 54 “Ivan Rilski” High School**

**Teacher: Radost Dyulgerova**

**Textbook: *Upstream – Express Publishing***

**Title of the lesson:** Crossing Barriers

**Ss’ level: B2+**

**Grade:** 10th

**Type of the lesson:** vocabulary – means of communication; sign language; body language; body idioms

**Skills focus:** Speaking – making assumptions; comparing and contrasting photos; expressing preference; discussing pros and cons; explaining expressions, paraphrasing quotes

Reading – gapped text /reading for text structure/

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

1. **Revise basic words concerning the topic.**
2. **Discuss different ways of communication.**
3. **Use appropriate language to compare and contrast photos; to make assumptions; to express opinions.**
4. **Revise, learn and use new idioms and expressions.**
5. **Paraphrase quotations.**

**Duration: about 80 minutes**

**Methods/ Procedures:**

* deducing
* brainstorming
* discussions

**Interaction:** individual**,** group work, in pairs

**Materials**: presentation, textbook, handouts, worksheets;

**CONTENTS**

**Stage 1**: **warm up discussion**

*Phase*: 1 minute

*Interaction*: T - Ss

*Procedure*: T greets the class, notes down the absent students and announces the topic of the current lesson.

Stage 2: Checking the previous knowledge

*Phase* : 10 minutes

*Interaction*: T - Ss

*Procedure*: Ss are asked several questions concerning language and communication.

* What does barrier mean?
* How do people communicate?
* What is a “language barrier”?
* What’s the importance of language?

Then they have to explain the meaning of the two quotations in the textbook expressing their own opinion about the importance of every single language in the world.

Stage 3: Lead –in

*Phase*: 12 minutes

*Interaction:* T – Ss, pair work; group work

*Aim: revising vocabulary concerning different ways of communication*

*Aids*: using photos

*Procedure*: Activity 1

Students /in pairs/ think about the means of communication they know and use most. Then they are shown photos /1st slide/ and they have to answer the following questions:

* What do you normally use these different means of communication to do?
* Which means are *personal/impersonal, efficient/inefficient, economical/costly, formal/informal, reliable/unreliable, complicated/easy*?

**Activity 2**

Students are divided in two groups. They are shown two pairs of photographs /2nd slide/. Each group has to find out the common between the two photos and using the language of comparing and expressing preference has to talk about them.

Stage 4: Presentation – The importance of body language

Activity 1

*Phase*: 14 minutes

*Interaction:* T – Ss, groups of four

*Aim: get acquainted with different ways of communication used more than the language itself*

*Aids: previous knowledge, presentation*

*Procedure*: Ss work in groups of four and they answer the following questions:

* What other means of communication can you think of except the things mentioned above?
* How do disabled people communicate? /
* Do you remember what a sign language theatre interpreter does according to the text in the textbook?
* What is body language and how important is it?

Students are then shown a power point presentation about body language and asked to talk about the gestures they normally use in everyday communication.

**Activity 2**

*Aim –* reading for text structure and practicing vocabulary

*Phase:* 20 minutes

*Interaction:* T – Ss, pair work

*Aids:* gapped text “A world of body language” in the workbook

*Procedure*: Ss work in pairs and discuss the quotation about gestures. Then they explain the meaning of the gestures shown in the workbook saying whether they mean the same in their country and how often they use them.

After that they read the text in the workbook filling the gaps, giving arguments for their choice. Students find words or phrases related to body language. Then they choose an example of body language they find *amusing* and one they find *surprising*.

**Stage 5: Body Idioms**

*Phase*: 20 minutes

*Interaction:* T – Ss, pair work

*Aim: revising body idioms, learning new ones and using them*

*Aids: previous knowledge, worksheets*

*Procedure*: Students are given worksheets containing three different exercises on body idioms. Working in pairs they have to match the idiom to its explanation, to explain the meaning of the idiom in the given sentences and to fill in the gaps with the appropriate idiom.

Students will have to use the idioms from ex. 1 in sentences of their own for homework.

**Stage 6: Receiving Feedback**

*Aim:* receive feedback

*Phase*: 3 minutes

*Interaction*: T – Ss, Ss - T

*Procedure*: Ss answer to the following questions:

1. How would you evaluate the lesson? Did you find it interesting? 2. Which activity did you like best?

3. Do you find the lesson useful?

4. Are there any facts you haven’ heard about?

*Possible problems*: time management