LESSON PLAN

NAME: SCHOOL:
DATE: NO. OF STUDENTS:
UNIT 10: `Use your brain ` GRADE: 12 / CLASS: XII
LESSON 2
TIME: 50'
TEXTBOOK: FCE `GOLD Plus'
AIDS: Textbook, whiteboard, laptop, video projector, handouts
Video *The Memory Man*, Close-up, level B1, second edition, National Geographic Learning/Cengage Learning, Unit 12; available free of charge at www.eltcloseup.com (B1, Student Zone, Student Book Video)
Textbook: FCE Gold Plus, Pearson Longman 2008, authors: Jacky Newbrook, Judith Wilson, Richard Acklam
SKILLS: speaking, reading, writing, listening

AIM FOR THE TEACHER: to review/develop language of obligation, necessity and permission
OBJECTIVES:
The students should be able:

1. to review the modal verbs *must, have to, need, can* and use them correctly in the present/past/future forms
2. to be able to express sentences of their own using the modals
3. to practise listening/watching for specific information in order to develop independent active listening skills
4. to be able to use idiomatic language correctly-expressions with 'mind'

LANGUAGE: -VOCABULARY: expressions with 'mind'
-GRAMMAR: modal verbs *must, have to, need, can* to express obligation, necessity and permission

LESSON STAGES

ACTIVITY 1: Class-organisation	Interaction	Time
OBJECTIVE: To focus the Ss` attention on the new lesson	T-S	2`

PROCEDURE:

1. I greet the Ss and they respond.
2. I ask who is absent and the student on duty answers the question.
3. I communicate the objectives of the lesson.

ACTIVITY 2:Warm-up & checking homework | Interaction | Time
OBJECTIVE: To check previous knowledge | T-S | 3`
PROCEDURE:

1. I ask Ss about homework-exercise 5 page 119.
2. I ask a few Ss to read out the paragraph that they wrote.

ACTIVITY 3: Lead-in activity/Presentation | Interaction | Time
OBJECTIVE: To make Ss interested in the topic | T-S | 3`
PROCEDURE:

1. I tell Ss that we are going to revise modal verbs.
2. I ask Ss to think of something that they *have to do/need to do/can* do at school/home.
3. I elicit a few answers from individual Ss.

ACTIVITY 4: Practice/Production | Interaction | Time
OBJECTIVE: To review the modal verbs *must, have to, need, can* | T-S/S-S | 20'
and to use them correctly in the present/past/future
To be able to express sentences of their own using the modals
PROCEDURE:

1. I tell Ss to look at exercise 1 on page 117 and to decide, in pairs, what modal verb should be used in each sentence.
2. I tell Ss that they have 2 minutes to do the exercise.
3. I ask individual Ss to read the sentences and the others check their answers.
4. I tell Ss that they are going to do the next exercise (exercise 2 page 118) in pairs, like this: they do the first 2 in pairs, then they will be joined by another pair and check the first 2 and do the next 2 together and then, again, they will be joined by the third pair, check the first 4 sentences and do the next 2 together (cumulative collaborative task).
5. We check the exercise with the whole class.
6. I tell Ss that they are going to work in groups of 4/5 Ss in order to do exercise 3 page 118. I give each group a task- a representative of the group will have to pick a card to choose the task: What is necessary or not necessary to become very good at: playing basketball, cooking, riding a bike, being an actor, being a good English speaker, being a good leader? I tell Ss that they have to use modal verbs in their sentences.
7. The Ss do the task in their groups and then their representative will read out the sentences that they have written.

ACTIVITY 5: Video/listening activity | Interaction | Time
OBJECTIVE: To practise listening/watching for specific information | T-S/S-S | 11'
in order to develop independent active listening skills
PROCEDURE:

1. I give out the handouts and I tell Ss to look at the first exercise and, together with their partner, to decide if the statements are true or false.
2. I elicit individual answers for the first exercise.
3. I tell Ss that they are going to watch a video entitled 'The Memory Man'. While watching, they will have to do the second exercise, exercise B, on the handout which asks them to circle the correct option.
4. When the video ends, we check answers with the whole class.
5. I tell Ss to do the last exercise on the handout, exercise C, together with their partner.
6. I tell Ss that they have 1 minute to do the exercise and then I elicit individual answers. The others check their options.

ACTIVITY 6: Vocabulary-idiomatic language — Interaction: T-S/S-S — Time: 10'
OBJECTIVE: To be able to use idiomatic language correctly
PROCEDURE:

1. I start by writing MIND on the Bb and I ask Ss if they know of any expressions that use this word.
2. I elicit answers from various Ss and I give explanations, if necessary.
   T: What is the difference between *I don't mind* and *I don't care*?
   T: The first suggests that the speaker is fairly easy-going about something whereas the second suggests that the speaker is not interested, and can sound a bit rude.
3. I ask Ss to do exercise 1 page 119 in pairs. They have to match the sentences. I tell them that they have 2 minutes for this activity.
4. We check answers with the whole class.

ACTIVITY 7: Assigning homework — Interaction: T-S — Time: 1'
OBJECTIVE: To make sure Ss have more practice at home
PROCEDURE:

1. I tell Ss what their homework is and I give any necessary explanations: they have to do exercises 4 and 5 page 118.

HANDOUT

The Memory Man

BEFORE YOU WATCH

A *How much do you know about the human brain? Look at the statements below and write T (true) or F (false).*

1. The brain is the most complex organ in the body.
2. Our brain sleeps when we sleep.
3. Physical exercise has a positive effect on our brain.
4. Stress changes the way we learn.
5. Sleep is powerfully linked with the ability to learn.
6. We are designed to never stop learning and exploring.
7. A nap is beneficial for the brain.

WHILE YOU WATCH

B *Watch the DVD and circle the words you hear.*

1. The young Italian man calls it 'the **art/ability** of memory'.
2. It's a kind of memory that is connected to what **I see/I know**.
3. Gianni has a very special kind of **gene/memory**.
4. Researchers are now studying how memory and **learning/knowledge** change the brain.
5. He practises continuously to **increase/improve** the power of his memory.

AFTER YOU WATCH

C Complete the summary of the DVD below using these words:

correctly	genes	information	memorised	memory
numbers	practice	remember	result	wonder

Gianni Golfera is a man with a wonderful 1) _____. He can remember a lot of 2) _____. In one experiment, people choose sixty numbers and someone reads the 3) _____ to Golfera, who is blindfolded. Then, after hearing them only once, Golfera says the numbers 4) _____from memory. After that, he says the numbers again, backwards this time. And again, he does it perfectly. Golfera has 5) _____ over 250 books and he can 6) _____ every detail of every day of his life. Doctors 7) _____why he has such a great memory. Is it because he received good memory 8) _____ from his family? Or is it the 9) _____ of a lot of 10) _____? Whatever the reason, Golfera is making good use of it. He teaches classes that help people 'remember to remember'.