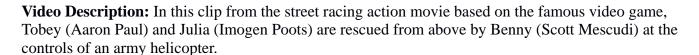
Level: Senior B

**Lesson Duration: 30'** 

Prior Knowledge: Imperative & Slang

Video Booster: Need for Speed: Hooking up

**Difficulty Level:** Easy



| Lesson Objectives |   |                         |                        |  |  |  |
|-------------------|---|-------------------------|------------------------|--|--|--|
| Skills            | Writing   | Listening               | Speaking               |  |  |  |
|                   | -To write about slang   | -To practice listening  | - To practice speaking |  |  |  |
|                   | words/expressions as  | for the gist & specific |                        |  |  |  |
|                   | part of a project.  | information             |                        |  |  |  |
| Vocabulary        | hook up / I got this / relax / good / play me / handle / 'bro |                         |                        |  |  |  |
| Grammar           | Imperative  |                         |                        |  |  |  |

| Lesson Stages                                   |                            |                 |          |  |  |  |  |
|---|----------------------------|-----------------|----------|--|--|--|--|
| Stage 1: Lead-in (Pre-Watching)                 |                            |                 |          |  |  |  |  |
| Activity  | Rational                   | Interaction     | Duration |  |  |  |  |
| 1. Ask students about their favorite            | - to activate background   | Open-class      | 3'       |  |  |  |  |
| computer games & present the game               | schemata                   |                 |          |  |  |  |  |
| Need for Speed.                                 | - to establish the context |                 |          |  |  |  |  |
| 2. Present the vocabulary through the           | -to capture interest       |                 |          |  |  |  |  |
| Vocab Quick view. Do some drilling &            |                            |                 |          |  |  |  |  |
| ask CCQs.                                       |                            |                 |          |  |  |  |  |
|   | Stage 2: While-Watching    |                 |          |  |  |  |  |
| <b>1.</b> Students watch the video in order     | - to listen for the gist & | Individual work | 2'       |  |  |  |  |
| to get the main idea.                           | detailed information       |                 |          |  |  |  |  |
| 2. Students watch the video again               |                            |                 |          |  |  |  |  |
| to pay attention to specific details.           |                            |                 |          |  |  |  |  |
| Stage 3: Post-Watching                          |                            |                 |          |  |  |  |  |
| <b>1.</b> Students complete the <i>Survival</i> | - to check students'       | Open-class or   | 15'      |  |  |  |  |
| <i>Test</i> , the <i>Listening Lab</i> & the    | listening for the gist &   | Group-work      |          |  |  |  |  |
| Challenge Quiz.                                 | detailed information       |                 |          |  |  |  |  |
| 2. Role-Play: Students are divided              | - to practice speaking in  | Pair-work       |          |  |  |  |  |
| into pairs & imagine being in a                 | the context of acting out  |                 |          |  |  |  |  |
| predicament. For example, they are              | a role-play                |                 |          |  |  |  |  |
| in a cave & they have to escape.                | - to activate & use the    |                 |          |  |  |  |  |
| Their task is to come up with a                 | target vocabulary          |                 |          |  |  |  |  |
| dialogue using the target                       | - to raise students'       |                 |          |  |  |  |  |

| vocabulary.  3. Students act out their dialogues & the class votes for the best.  *Write down students' mistakes.  4. Delayed feedback & Error Correction: Write students' mistakes on the board. Ask them to correct them.  * Alternatively, apart from the incorrect sentences, you can write some correct ones & have students play a Sentence Auction game in groups.   | grammar & syntax awareness  Stage 4: Follow-up  | Open-class                 |     |
|---|---|----------------------------|-----|
| <ol> <li>Prepare 2 sets of word cards (half of these cards have slang words). Divide students into 2 groups &amp; draw 2 columns on the board (1 for slang &amp; 1 for non-slang words). Give each group 1 set of cards. Their task is to stick their cards in the respective column on the board. The first team to finish and be correct wins.</li> <li>Divide students in pairs/groups &amp; ask them to write down as many slang words/expressions as they can in 1'.</li> <li>Assign project: Students find 5 slang words or expressions and write about their definition, origin and any other interesting information they can find onlile or by looking them up in a dictionary.</li> </ol> | - to check students' prior knowledge (slang) - to spark interest - to promote collaboration & instill team spirit - to help students learn how to use a dictionary - to raise students' interest in slang words/expressions | Pair-work or<br>Group-work | 10' |