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The 4 page 60 minute ESL British English lesson – 15/03/13

New lesson layout and new video lessons!

Today, let's talk about this English lesson! Let me explain further. You are learning English. Some of you will learn it through these lesson plans. I have introduced two major changes to these lesson plans.

Firstly, they have shrunk in size from eight to four pages. This makes them more compact and manageable, especially for a 60 minute lesson, as opposed to a 60-120 minute lesson it was before. It also saves paper! This is important if there is a large group, especially when photocopies are needed!

Teachers may like the new layout, as it clearly shows the main aims of learning any language – namely: speaking, listening, reading and writing. Every segment of the four pages is now tighter. Your class feedback would be welcome!

The other major change to this English lesson is the video. The idea being you can watch the videos that accompany this lesson. There are two videos - a faster and a slower version.

The former offers students the chance to listen to the presenter reading at a normal rate, though I must add, when two native speakers talk together in a pub, it is even faster!

The slower version offers viewers the chance to watch the video at a slower speed; the emphasis being on the pronunciation of certain words and the articulation and pronunciation of others. It also has selected subtitles. This will benefit those that need a bit more practice. Of course, there is the British accent, as this is a British English lesson. The video quality and presentation can over time be improved! We can talk about this in the lesson! Hopefully you like this new idea. Your feedback is welcome...

SPEAKING

Think of three things you know about video English lessons. Go round the room swapping details with others.

LISTENING – WRITING - DICTATION

The teacher will read some lines of the article slowly to the class **or listen to the video.**

READING

Students should now read the article aloud, swapping readers every paragraph.

SPEAKING - UNDERSTANDING

1) The article – Students check any unknown vocabulary or phrases with the teacher.

- 1) What is the article about?
- 2) What do you think about the article?
- 3) Was this an easy or difficult article to understand?
- 4) Was this a boring or interesting article?
- 5) Discuss the article.

2) Article quiz - Students quiz each other in pairs. Score a point for each correct answer. Score half a point each time you have to look at the article for help. See who can get the highest score!

Student A

- 1) What was the length of the previous English lesson?
- 2) What is welcome?
- 3) What saves paper?
- 4) What are the four aims when learning a language?
- 5) What can be improved?

Student B

- 1) What does the slower version of the video offer viewers?
- 2) What does the faster version of the video offer viewers?
- 3) What happens in the pub?
- 4) How many major changes are there?
- 5) Is this an American English lesson?

Category: Media / Communication / Learning English
Level: Intermediate / Upper Intermediate

WRITING / SPEAKING

In pairs. On the board write as many words as you can to do with '**Video English lessons**'. *One-two minutes.* Compare with other teams. Using your words compile a short dialogue together.

WRITING / SPEAKING

New lesson layout and new video lessons - In pairs choose three things from the article. Write them below.

- 1 _____ 2
- _____ 3
- _____

Add three similar ideas of your own about the new ideas. Discuss together.

- 1 _____ 2
- _____ 3
- _____

The teacher will choose some pairs to discuss their findings in front of the class.

WRITING / SPEAKING

Think of three good points you like about the video you watched. Then add three points that could be improved. Write down your thoughts.

The teacher will choose some students to read out their work to the class.

DISCUSSION

Student A questions

- 1) Did the headline make you want to read the article?
- 2) Have you watched the videos?
- 3) What did you think of the videos?
- 4) Did the presenter sit too close to the screen?
- 5) Are the video graphics ok?
- 6) What advice would you give the presenter?
- 7) Would you like to make a video like that you have seen?
- 8) What changes should the presenter make?
- 9) Is the new 60 minute lesson plan ok?
- 10) Have you learnt anything in today's English lesson?

SPEAKING – ROLEPLAY 1

In groups. One of you is the interviewer. The others are one of the following people. You are in the *Discussion FM* radio studio. Today's interview is about: *Interesting ways to learn English.* 10 mins.

The teacher can moderate the session.

SPEAKING - ROLEPLAY 2

In pairs. You are in a coffee shop in your town/city. Start a conversation about: '*Today's English lesson*'. 5 mins.

SPEAKING

In pairs, prepare to tell the class about how you might make a video that you could show your classmates in a future English lesson...consider its content! 5 mins prep.

The teacher will choose some pairs to hear their thoughts in front of the class.

SPEAKING - DISCUSSION

Allow 10 minutes – As a class.

Discuss the following...

The new lesson layout and new video lessons

The teacher can moderate the session.

DISCUSSION

Student B questions

- 1) What do you think about what you've read?
- 2) Should the presenter be blonde, blue eyed and wear a short skirt?
- 3) Can you understand the presenter?
- 4) Is the sound quality good enough?
- 5) How would you make a video if on a budget?
- 6) Will you be watching any more of these videos?
- 7) Have the videos been useful to you?
- 8) Do you like the new lesson plan?
- 9) Has this been a difficult lesson in English for you to understand?
- 10) Did you like this discussion?

GAP FILL: READING

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(6)____ may like the new layout, as it clearly shows the main aims of learning any language – namely: speaking, listening, reading and writing. Every (7)____ of the four pages is now tighter. Your class (8)____ would be welcome!

major / segment / shrunk / teachers / English / compact / feedback / paper

The other major change to this English lesson is the video. The idea being you can watch the videos that accompany this lesson. There are two videos - a faster and a (1)____ version.

The (2)____ offers students the chance to listen to the (3)____ reading at a normal rate, though I must add, when two native speakers talk together in a pub, it is even faster!

The slower (4)____ offers viewers the chance to watch the video at a slower speed; the (5)____ being on the pronunciation of certain words and the articulation and pronunciation of others. It also has selected subtitles. This will benefit those that need a bit more (6)____. Of course, there is the British accent, as this is a British English lesson. The video (7)____ and presentation can over time be improved! We can talk about this in the (8)____! Hopefully you like this new idea. Your feedback is welcome...

presenter / slower / version / quality / lesson / former / emphasis / practice

GAP FILL: GRAMMAR

New lesson layout and new video lessons!

Today, let's talk about this English lesson! Let (1)____ explain further. You are learning English. Some of (2)____ will learn it through these lesson plans. I have introduced two major changes to these lesson plans.

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Teachers (5)____ like the new layout, as (6)____ clearly shows the main aims of learning (7)____ language – namely: speaking, listening, reading and writing. Every segment (8)____ the four pages is now tighter. Your class feedback would be welcome!

me / of / it / in / you / may / any / for

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your / must / that / even / this / those / there / when

GAP FILL: LISTENING

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Today, let's talk about _____! Let me explain further. You are learning English. Some of you will learn it through these lesson plans. I have introduced two major changes to these lesson plans.

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Teachers may like the new layout, as it clearly shows the main aims of learning any language – namely: speaking, listening, _____. Every segment of the four pages is now tighter. Your class feedback _____!

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WRITING/SPELLING

WRITING

1) On the board - *In pairs*, write as many words as you can to do with 'A video English lesson'. *One-two minutes*. Compare with other teams. Using your words compile a short dialogue together.

2) Sentence starters - Finish these sentence starters. Correct your mistakes. Compare what other people have written.

- 1) A video lesson _____
- 2) The new layout _____
- 3) The quiz _____

3) Homework - Write and send a 200 word email to your teacher or to info@newsflashenglish.com about the new lesson plan layout and the new video English lesson. Your email can be read out in class.

GAP ANSWERS

- 1) English
- 2) major
- 3) shrunk
- 4) compact
- 5) paper
- 6) teachers
- 7) segment
- 8) feedback

FILL

GAP ANSWERS

- 1) slower
- 2) former
- 3) presenter
- 4) version
- 5) emphasis
- 6) practice
- 7) quality
- 8) lesson

SPELLING

The teacher will ask the class individually to spell the following words that are in the article. Afterwards check your answers.

- 1) photocopies
- 2) compact
- 3) pronunciation
- 4) feedback
- 5) version
- 6) articulation
- 7) though
- 8) segment
- 9) further
- 10) accompany

SPELLING

Use the following ratings:

Pass = 12

Good = 15

Very good = 18

Excellent = 20

- 11) idea
- 12) presenter
- 13) normal
- 14) accent
- 15) British
- 16) quality
- 17) presentation
- 18) hopefully
- 19) major
- 20) emphasis

New lesson layout and new video lessons – *15th March 2013*