Lesson Outline - Cecilia Nobre

Material:
http://metro.co.uk/2017/08/07/man-swims-to-work-every-day-with-his-laptop-suit-and-phone-6832657/?ito=fb

Students' level: Low intermediate (B1)
Lesson aim: Discuss the text using a grammar-based approach to it - explaining reasons not rules. Allow students to make assumptions about Benjamin's life and job.

Skills: Reading and speaking

Principles: 1) Use evaluative reading tasks.
2) Explore reasons to grammar choices, not rules.
3) Use replication and transposition activities

Steps

1) Explore the headline and picture of the man
2) Ask students to read part 1 in pairs and discuss. Pair discussions can be done in L1. Teacher walks around to help. Don't pre-teach anything.
   Evaluative reading task:
   - How did Benjamin feel about his commute to work?
   - Do you think it’s a good or bad idea? Why?
   - Do you think he inspired other people to do the same?
   - Do you think Benjamin should drive or take the underground?
   - Can you do that back in your home country? Why or why not?

3) From the evaluative reading, teacher will provide feedback on grammar and lexical choices. Use the whiteboard and vocabulary cards to aid. Elicit answers from students, but if they don’t know, tell them the answers.

   Possible grammar feedback

Why is the text using "has found"?
Why is the text using "would take him"?
What is "by watching" doing?
What does "hasn't looked back" mean?

Ask students to discuss the questions in pairs and write their answers on a piece of paper.

4) Provide feedback and language input

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5) Ask students to read part 2 in pairs and discuss. Teacher walks around. Don't pre-teach anything. Evaluative reading task:
   - Do you think he still needs to shower when he arrives at work?
   - Should he find a different way to take his objects in the river?
   - Is Benjamin careful enough?
   - He says swimming down the river is completely relaxing and refreshing. Do you agree with him?
   - Did he have a good commuting experience when he was on a bike or on foot? What's your commuting experience like? Is it similar to what Benjamin once had?

6) From the evaluative reading, teacher will provide feedback on grammar and lexical choices. Use the whiteboard and vocabulary cards to aid. **Elicit answers from students, but if they don't know, tell them the answers.**

   **Possible grammar feedback**

   Why is the text using "dries off, waits and zips up"?
   Why did he say "I would yell at "?
   Why did he say "When I was… I would…"?
   Why does he say "I'm not a monk"?

   Ask students to discuss the questions in pairs and write their answers on a piece of paper.

4) Provide feedback and language input. You may want to give out the vocabulary cards now to check if they tell understood the new lexical forms.

8) A replication task

Students will imagine they are Benjamin's colleague. They will complete the sentence and discuss them with their partners.

"I'm Benjamin's colleague. We arrive at work at the same time every day and take the lift together. I think..."

Get some examples from students and write them on the whiteboard.

9) A transposition task

Interview Benjamin (groups of 3)

10) Language emerging in preparation. Scaffold students in groups.

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