

## Lesson plan for the oral exam: English as a global language

### Traccia

The candidate shall write a learning activity on the topic

"English as a global language".

Specify the details of the target class, school, lesson aims and a description of the steps, groupings and timings.

### Target class

25 students, 3<sup>rd</sup> year liceo scientifico

Target level: B1+

### Description of procedures



#### Lesson 1 - The history of English as a global language (55 minutes)

1. **Lead in (5 minutes).** Introduce the topic of the lesson by writing it on the board. Elicit and activate the students' pre-existing knowledge on the history of English. Take the opportunity to pre-teach some useful vocabulary from the video.
2. **KWL table (10 minutes).** Give the students a copy of the [Know-Want to learn-Learned \(KWL\) table](#). Explain how it works and ask them to write one point for the first column and one point for the second column. Walk around the classroom, monitor and offer support and encouragement.
3. **Setting up the dictogloss (5 minutes).** Put students in groups of 3 (and one group of 4). Explain that you will watch a video multiple times. Every time they watch it, they have to take notes. Each time, after watching the video, they will compare their notes in their groups. They will discuss what they understood similarly or differently and help each other progressively improve their comprehension. Check that they understand the instructions by asking Instruction Checking Questions.
4. **Dictogloss (25 minutes).** [Play this video](#) multiple times. After each time, give the students a few minutes to compare their notes in groups and then elicit the key points the students understood. Compare and contrast their understanding. After playing the video at least 3 times, give the students a copy of the video transcript (which you can generate in a couple of seconds with [tools like this](#)) and identify the things they had understood correctly and anything they misunderstood or missed. Offer feedback and clarifications.

5. **KWL table and homework (10 minutes).** Ask the students to add one point to the last column of their KWL table. Monitor and after a few minutes, elicit some of the students' answers and put them on the board. For homework, ask the students to create a timeline with the key historical events they learned about in the video.

## Lesson 2 - English as a second or foreign language (55 minutes)

1. **Homework review (5 minutes).** Put students in pairs. Ask them to compare and contrast their timeline with their partner's. Monitor and provide feedback.
2. **Lead in (5 minutes).** Write this sentence from Lesson 1's video on the board "While it might seem impossible to keep up with the language, speaking English makes the life of an international tourist or businessperson much easier". Ask learners whether they agree and why, and if they know anyone who speaks English fluently as a second or foreign language. These may be famous or not famous people.
3. **Listening A (15 minutes).** Explain to students that they are going to watch a post-match interview with tennis player Roger Federer. At one point, something happens to make him and everyone in the audience laugh. What is it? [Play the video](#) up to minute 4'00" one or two times and elicit their answers. Then, if needed, play the video again with subtitles. You may need to board and explain the idiom "absence makes the heart grow fonder". Elicit how the interviewer rephrases the idiom and ask whether they think Federer's English is actually "bad".
4. **Post-listening A (10 minutes).** Ask the students: has anything like this ever happened to you, in English or another language? Introduce the concept of intercultural communication. In pairs, ask the students to choose 3 expressions from their native language(s) and explain why they would avoid them in intercultural communication and how they might rephrase them.
5. **Pre-listening B (5 minutes).** Tell the students that you are now going to watch a video about "accents". Ask them what an accent is and what they think about their accent in their L1 and in English. How important is their accents to them?
6. **Listening B (10 minutes).** [Play this video](#) of comedian Trevor Noah until minute 2'00". Play it *with* subtitles straightaway. As the learners listen, they should try to answer the question "why is this video funny for the audience?". Play the video two or three times. Then, elicit the learners' answers and give feedback. Explain any vocabulary the students did not catch or know.
7. **Post-listening B: formative assessment (5 minutes).** Ask the learners to fill in the following prompt in writing: "Before watching Federer and Noah's videos, my opinion about English accents was \_\_\_\_\_. Now it is \_\_\_\_\_". Collect their sentences.

## Learn more about the KWL table and the Dictogloss

So, what do you think? I hope this lesson was useful!

It featured two great activities: the KWL table and the Dictogloss. I discussed both in last week's recorded webinars and noticed you were keen to learn more about them.

You can learn more about how to use the **Dictogloss** in [this article I wrote](#)

And you can learn more about and download a **KWL table** in [this other article I wrote](#).

## Follow-up task: lesson aims

### Can you identify the lesson aims for this lesson plan?

Read it again, then try to write its lesson aims: what will the students know and be able to do at the end of the lessons?

If you're feeling brave, take on an **extra challenge**: can you identify the sub-aims for each step in the lesson plan?

This is a kind of reverse engineering exercise that will help you develop the ability to write good lesson aims.

You will find the answer at the end of our [webinar course](#).