ОШ „Франце Прешерн“

Станка Пауновића-Вељка 45

11090 Београд

**Lesson Plan**

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| --- | --- | --- | --- | --- |
| **Subject:** | English | | **Class:** | 9/b |
| **Teacher’s Name and Surname:** | **Natasa Zeljencic (written by Biljana Visnjic)** | | | |
| **Theme:** | Free Time | | | |
| **Lesson:** | Books are better than TV | | | |
| **Lesson type:** | debating | | | |
| **Objectives:** | - developing language skills concerning pros and cons books vs. TV | | | |
| **Expected Results:** | At the end of the class students will be able to:  - understand the difference between two media  - exchange opinions on the good and bad side of books vs. TV | | | |
| **Method:** | talking, writing | | | |
| **Kinds of Work:** | frontal, group | | | |
| **Means of Work:** | Study Sheet | | | |
| **Intercurricular Competence:** | communicative, learning and cooperation, digital | | | |
| **Intercurricular Connection:** | IT, Civil Education | | | |
|  | **Teacher’s Activities** | **Students’ Activities** | | |
| **Introduction (5 minutes)** | Asks students to think what reminds them of books and TV. T invites them to write those words on the board. | Students answer, write down, talk. | | |
| **Middle Part of the Lesson** | Teacher writes the title of the lesson: Books are better than TV.  Ask students to give their thoughts on the subject matter.  T writes the title: TV is better than Books. T asks students to give their thoughts .  T arranges students into groups. Two groups fort he first satement, two groups fort he second statemant. They should discuss, write down the arguments, and prepare for talking and defending their side. | Sudents talk about pros for the books.  Sudents talk about pros for TV.  Students talk, share ideas, write down. | | |
|  |  |  | | |
| **Conclusion** | **T asks the groups to share their view, group bz group and defend their side.**  **Homework**: Write an essay: Books are better than TV. | Each groups shares their thoughts, defends their side. | | |
| **Assessment** | Observation of the students, noticing the level of students' involvement, and their success in speaking. | | | |
| **Notes after the lesson (How did it go? What was good? What could be changed?:** |  | | | |