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**Mónika Szántó-Külits**

**Lesson plan**

**Topic / Title: Globalisation**

**Goals:**

**At the end of three lessons students:**

* **will be familiar with the other students’ names and the countries they are from,**
* **will acquire what globalisation means,**
* **will know what we can thank to globalisation,**
* **will have their own opinion if it is bad or good for humanity,**
* **will be able to list/recite different kinds of famous brands,**
* **will get to know the history of Coca-Cola, McDonald’s, potato chips and jeans,**
* **will able to tell anybody what kind of products are due to globalisation,**
* **will be able to share their own points of views about the topic with the help of all the written, spoken and listened materials**

**Lesson 1**

| **Time** | **Stage** | **Procedure** | **Aim** | **Interaction Patterns** | **Skills** | **Materials** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 5’ | Warm-up | Students sit in two rows facing each other and introduce themselves to each other | getting to know each other | Whole group | Speaking |  |  |
|  |
| 5’ | Pre-speaking | Students give their names and the name of an object beginning with the initial of their first names. The next one repeats the others’ names and the given objects, as well. In the end they give their own ones, too.  | to learn the names of the group members | Whole group | Speaking |  |  |
| 30’ | While-speaking | Speed dating: Students talk for 1 minute about themselves then the others can ask questions for 1 minute | to talk about themselves and understand each other | Whole group | Speaking and listening | timer on laptops or projector |  |
| 5’ | Post-speaking | Students share the information they found the most interesting while talking to the others | to give feedback on what they have heard from the others | Whole group | Speaking |  |  |

**Lesson 2.**

| **Time** | **Stage** | **Procedure** | **Aim** | **Interaction Patterns** | **Skills** | **Materials** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Warm-up | The group is divided into 3 smaller groups. They need to find out the meaning of globalisation (by the help of given text)in the end they share their thoughts with the others | to brainstorm words relating globalisationgive/create a definition of globalisation | group workwhole group | speaking, reading and writing | Projector and a sheet of paper | Text form a leaflet of European Commission about International Trade |
| 10’ |
| 5’ | Pre-Reading/ |  Students collect brand names they know like (McDonald’s, Subway, Benetton, Adidas, Phillips, Pepi-Cola…) | brainstorm: to find as many brand names as they remember | whole group | speaking | sheet of paper,or laptops |  |
| 20’ | While-Reading/Listening | 1. Reading the story of McDonald’s, Potato chips and Jeans (each group is given a different text)
2. writing down the most important facts about the story they are given
 | getting to know the history of famous brands and products | group work | reading, speaking, writing | sheet of paper | texts from: Jeans: <https://en.islcollective.com/english-esl-worksheets/>McDonald’s, Potato chips: A first look at the USA /A cultural reader |
| 10’ | Post-reading/Listening | Telling the others what they got to know about the given topics | feedback on the stories they have read | whole group | speaking, listening |  |  |

**Lesson 3.**

| **Time** | **Stage** | **Procedure** | **Aim** | **Interaction Patterns** | **Skills** | **Materials** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Warm-up | Students have to ask questions about others’ eating, drinking habits at a party (Students create questions on their own)Discussing the results | getting vocabulary of fast food and fizzy drinks | whole work | speaking and writing | a sheet of paper |  |
| 10’ |
| 10’ | Listening/pre-reading | Watching a video about the history of Coca-Cola | getting to know the history of Coca-Cola,  | individual workwhole group | listening, reading and writing | laptop, projectora sheet of paper | <https://app.fluentize.com/lesson/animated-history-coca-cola>T/F comprehension check |
| 10’ | While-Reading/Listening | Students are divided into 3 smaller groups and get the shortened text of the video made into a gapfilling exercise | deepen the vocabulary of the invention  |  | reading, writing, speaking | a sheet of paper | gapfilling excercise |
| 10’ | Post-reading/Speaking | Students are in 3 groups and given three pictures of brand names, they have to group them according to their types | checking students knowledge of brands and their types | group work | speaking, listening | coloured pictures |  |
| 5’ | Post - speaking | summarise the newly acquired knowledge about the products we can thank to globalisation | feedback on the newly learnt vocabulary | whole group | speaking |  |  |