# **LESSON PLAN**

Name: Teodora MIRCEA School: 'Unirea' High School

Date: 5<sup>th</sup> April 2019 Time of lesson: from 11:10 to 12:00

Class: 9 B Level: intermediate

No. of Students: 29 Textbook: Close-up B2

Lesson: WORLD MYSTERIES

**Type of lesson:** acquiring new information

Skills: listening, reading, speaking

Organization: Whole Class (WhC), Individual Work (IW), Pair Work (PW), Group Work (GW)

**Methods:** conversation, explanation, interactive methods, exercises

Materials: blackboard, TV set, worksheets, pictures

#### **Lesson Aims:**

- to raise Ss' interest for the topic

- to put the jumbled paragraphs of a text in the correct order
- to match the words to their definitions
- to give synonyms for the highlighted words in the text
- to practise listening through watching a video

## **Specific competences:**

# By the end of the lesson students will be able:

- to share ideas and participate in a classroom discussion
- to define the meaning of some words related to mysteries
- to use the newly acquired vocabulary in different contexts

# ACTIVITY 1 - Warm-up

#### Aim:

- to create a pleasant atmosphere and encourage Ss' involvement

#### **Procedure:**

- 1. T greets Ss, asks for absentees and about Ss' mood.
- 2. T writes some words on the blackboard and asks Ss to predict the theme of the lesson (phenomenon, disappearance, evidence, incident, alien, UFOs, witness, unexplained, scientist).
- 3. T announces the title of the lesson: **WORLD MYSTERIES** and asks Ss if they know any mysteries.

**Interaction:** WhC, T-Ss-T

Timing: 5'

## **ACTIVITY 2**

#### Aim:

- to raise Ss' interest for the topic

#### **Procedure:**

- 1. T divides Ss in groups of four and gives them a handout with some mysteries of the world.
- 2. T presents a short video clip about ten most famous mysteries of the world. (https://www.dailymotion.com/video/x2 ph5qf). While Ss are watching, they write the countries/places the mysteries come from and the reason why they are considered mysterious. T checks the activity as a whole class.
- 3. T checks the activity as a whole class.

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Interaction: GW, WhC, Ss-Ss, T-Ss-T

Timing: 15'

# **ACTIVITY 3**

#### Aim:

- to put the jumbled paragraphs of a text in the correct order

#### **Procedure:**

- 1. Ss are asked to work in pairs for this activity (ex. 1).
- 2. T gives each pair a handout with a text about 'The Mystery of the Maya' in which the paragraphs of the text are, apart from the first, in the wrong order. T tells Ss to arrange the paragraphs in the correct order. When Ss have finished the task, they read back through the text to make sure the paragraphs make sense.
- 3. Then, together with another pair, in groups of four, Ss compare their answers.
- 4. T checks the correct order of the paragraphs as a class.

Interaction: PW, GW, S-S, Ss-Ss, Ss-T-Ss

Timing: 15'

# ACTIVITY 4

#### Aim:

to match the words to their definitions

#### Procedure:

- 1. T asks Ss to solve ex. 2, as an individual work. Ss have to to find for the meanings given the correct word in bold in the text.
- 2. Then, in pairs, Ss are going to check the exercise.
- 3. T checks the exercise as a whole class.

**Interaction:** IW, PW, S-S, Ss-T-Ss

Timing: 7'

#### The Mystery of Maya

 Read the text and put the puragraphs in the correct order. The first one is already done.



[A] A lost world lines hidden deep within the rainforests of Central America. Handwels of cities and towns stand among the trees. These used to be home to millions of Nikire American know as the Mays, who lived in the Central American jungle for approximately 3,000 years. They built on inneedlab conclusions which was necessful for about 7.00 years. For many of the senterents, the good times ended about 1,000 years ago. Today the Mays 's titles are empty. These and sincer imbuses the once proud temples and pulses, which are now to raises.

[5] I leant a different story in mother place that I visited, the great city of Tieal. About 55,000 people interfluence, and the city had roughly 3,000 major buildings. The lammande a leavely city for decides of the Company was destroyed, but eventually have also dendreed. Why? Archeelogists think the city officed a dought the made it heat to gove com, been, squests and the other foods which were important in the dist of the Mays. Birghre may also have vealessed the society as the people of Tieal build-with heatifoldings (cities. This drought and warfer probably shoot for people's \$7.00 in in their late. The Mays thought of their rules as gods. When the king couldn't bring rain or visitory, frough, people may have stopped listening to him, and their community than \$Mill appeals.

[6] for what happened to these people? Their stampenesses is considered one of the tapper part or analysis by that they analonise to a variousles, count owns do what aper tament. For details, which he park we been hyper to decover what happeness, and then a ville to quantum theories map from the interior of finising forces and injuries, to dissue at the colleges of an interpreparation country, for example, even time that an explained country to death the other and the colleges of an interior of the colleges of the colleg

[D] Whater the cave of the Maya's disappearance, that dominated continue to capture people's interphase for managers to come. Desiring myorist it countries required to Make I was also made as Table I made as I made as Table I made to people indicate the people indicate the most indicate the manufacture of the I have day, I could give the minimage, that day and accord, remains from their losses. Like to Maya in managers and the made of Control Practice, they left behind a good only only and their losses.

[2] Is a samine some of the therein a dwarf subscription is the Moya, I want to Cantal America. It wish ill Mayanties and allied to the content by me was relaying them. One temple of the Tork of an interbula size of the trains of Captage, which was come a recognition. They said of Maya work is inc than and sick people from their clies would ge than the helder. The value of Maya work is inc than and sick people from their clies would ge than the helder, by the train the clies and the helder, people by comes. Haymany have bothed white shifts by the finite before heading not the chip quantity followed the path they would have white said committees the same single for the chip white and the contract the chip captage are to the remain a large pool I was decreased within this could not make thirthing was forther oil. Here it became a loved. He months shird the crity's before and time when twice into the works. In incominment have been quick and writing the Tork of the works were seen in the months of the training that the contract of the contract of the training that the contract of the contract of the training that the contract of the contract of the training that the contract of the

# **ACTIVITY 5**

#### Aim:

- to give synonyms for the highlighted words in the text

#### **Procedure:**

- 1. T asks Ss to solve ex. 3.
- 2. In pairs, Ss have to find synonyms for the highlighted words in the reading text.
- 3. Then, T checks the answers as a class.

**Interaction:** S-S, Ss-T-Ss

Timing: 3'

# **ACTIVITY 6 – (optional activity)**

#### Aim:

- to practise and develop Ss' speaking skill

#### **Procedure:**

- 1. T asks Ss to concentrate their attention on the *Ideas Focus* section.
- 2. In pairs, Ss talk about the questions.

**Interaction:** PW, S-S

Timing: 5'

## **HOMEWORK:**

Ss write a short paragraph on one or more of the questions from the section IDEAS FOCUS.

At the end of the lesson, the very active students are rewarded, praised, while the less active ones are encouraged to get more involved in the future lessons.

# WORLD MYSTERIES

Mystery	Reason why it is considered mysterious	Mystery	Reason why it is considered mysterious
10. VOYNICH MANUSCRIPT	,	5. STONEHENGE	
		Makayavaral	
9. THE TAOS HUM		4. JACK THE RIPPER	
8. ALUMINIUM WEDGE OF		3. WOW SIGNAL	
AIUD			
		$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
7. THE OVERTOUN BRIDGE		2. BERMUDA TRIANGLE	
DOG SUICIDE BRIDGET			
6. THE LOCH NESS		1. FLIGHT MH370	
MONSTER		Mystery of flight MH370	

# The Mystery of Maya

1. Read the text and put the paragraphs in the correct order.

The first one is already done.



[A] A lost world lines hidden deep within the *rainforests* of Central America. Hundreds of cities and towns stand among the trees. These used to be home to millions of Native Americans know as the Maya, who lived in the Central American jungle for approximately 3,000 years. They built an incredible civilisation which was successful for about 750 years. For many of the *settlements*, the good times ended about 1,000 years ago. Today the Maya's cities are empty. Trees and *vines* embrace the once proud temples and palaces, which are now *in ruins*.

[B] I learnt a different story in another place that I visited, the great city of Tikal. About 55,000 people lived there once, and the city had roughly 3,000 major buildings. Tikal remained a lovely city for decades after Cancuen was destroyed, but eventually it was also abandoned. Why? Archaeologists think the city suffered a drought that made it hard to grow corn, beans, *squash* and the other foods which were important in the diet of the Maya. *Warfare* may also have weakened the society as the people of Tikal battled with neighbouring cities. This drought and warfare probably *shook the people's faith* in their king. The Maya thought of their rulers as gods. When the king couldn't bring rain or victory, though, people may have stopped listening to him, and their *community* then *fell apart*.

[C] So what happened to those people? Their *disappearance* is considered one of the biggest mysteries in archaeology. Did they abandon their beautiful cities, or did some disaster *wipe* them *out*? For decades, archaeologists have been trying to discover what happened, and there is still no agreement. Theories range from the invasion of foreign forces and migration, to disease and the collapse of an *overpopulated* society. For example, some think a natural disaster like an *earthquake* or a volcanic eruption occurred. Others think that an *epidemic* caused thousands of deaths. New *evidence* has recently come to light from an investigation into the layers of mud at the bottom of a lake in the region. This suggests that a long-lasting *drought* was an important factor in their disappearance. However, there are so many possibilities that many researchers now believe that it was a combination of two or more of these things that marked the end for those people.

[D] Whatever the cause of the Maya's disappearance, their *downfall* will continue to capture people's imagination for many years to come. During my visit, it certainly captured mine. While I was among the pyramids and temples at Tikal, I imagined the people living there in the city's last days. I could picture them hungry, tired and scared, running from their homes. Like the Maya in many places in the rainforests of Central America, they left behind a great city and a great mystery.

[E] To examine some of the theories about what happened to the Maya, I went to Central America. I visited Mayan cities and talked to the archaeologists who were studying them. One very hot day, I stood on a riverbank near the ruins of Cancuen, which was once a successful city. Thousands of Maya used to live there and rich people from other cities would go there for holidays. But that all changed 1,200 years ago. Archaeologists think that *invaders* came suddenly, probably by canoe. They may have battled with soldiers by the river before heading into the city centre. I followed the path they would have taken and *came across* an amazing palace next to the ruins of a large pool. It was decorated with red tiles and had once held drinking water for the city. Then, it became a *tomb*. The invaders killed the city's leaders and threw their bodies into the water. The invasion must have been quick and terrifying. The city's people were probably so scared that they ran away into the rainforest.

2. Re	ad the text again and match the definitions below with the words in bold from the text.
1	) thick forests in tropical areas where there is a lot of rain
2	· · · · · · · · · · · · · · · · · · ·
3	
4	) a sudden violent movement of the earth's surface, sometimes causing great damage
5	a long period when there is little or no rain
6	) places where people come to live and build their homes
7	) destroy sth completely, kill
8	) a large number of people suffering from the same disease at the same time
9	) made people doubt what they believe
1	0) all the people who live in a place
1	1) with too many people
	2) the activity of fighting in a war
	3) a large grave
	4) a person who enters a country by force with an army
I.	5) the climbing plants that produce grapes as their fruit
	nd synonyms for the <i>highlighted words</i> in the text.
•••••	
4. Ide	eas Focus: Answer the following questions.
1	) Why do you think people are so fascinated by mysteries?
2	Are you interested in mysteries? Why? / Why not?
3	Do you think there must be a logical explanation for every mystery? Why? / Why not?
4	Do you like films about aliens and mysterious incidents? Why? / Why not?
5	Do you think scientist should waste time looking into strange phenomena? Why? / Why not?
6	Would you like to visit the location of a famous mystery? Why? / Why not?
7	Are there any famous mysteries in your country?

#### **KEYS**

- 1. The correct order of the paragraphs: [A], [C], [E], [B], [D].
- 2. The definitions of the words in bold from the text.
- 1) a thick forest in tropical areas where there is a lot of rain  $\rightarrow$  rainforests
- 2) a type of vegetable with solid yellow flesh and a hard skin; pumpkin  $\rightarrow$  squash
- 3) destroyed or very damaged  $\rightarrow$  in ruins
- 4) a sudden violent movement of the earth's surface, sometimes causing great damage  $\rightarrow$  earthquake
- 5) a long period when there is little or no rain  $\rightarrow$  **drought**
- 6) places where people come to live and build their homes  $\rightarrow$  settlements
- 7) destroy sth completely, kill  $\rightarrow$  wipe sth out
- 8) a large number of people suffering from the same disease at the same time  $\rightarrow$  epidemic
- 9) made people doubt what they believe  $\rightarrow$  shook the people's faith
- 10) all the people who live in a place  $\rightarrow$  **community**
- 11) with too many people  $\rightarrow$  **overpopulated**
- 12) the activity of fighting in a war  $\rightarrow$  warfare
- 13) a large grave  $\rightarrow$  tomb
- 14) people who enter a country by force with an army  $\rightarrow$  **invaders**
- 15) the climbing plants that produce grapes as its fruit  $\rightarrow$  vines
- 3. Synonyms for the *highlighted words* in the text.

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embrace = cover

fell apart = collapsed

disappearance = vanishing

evidence = proof

downfall = failure, destruction
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came across = found by chance

4. Ss' own answers.