LESSON PLAN

Name: Teodora MIRCEA

Date: 5th April 2019

Class: 9 B

No. of Students: 29

School: 'Unirea' High School

Time of lesson: from 11:10 to 12:00

Level: intermediate

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/x2ph5qf). 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.

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'

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**	
9. THE TAOS HUM		**4. JACK THE RIPPER**	
8. ALUMINIUM WEDGE OF AIUD		**3. WOW SIGNAL**	
7. THE OVERTOUN BRIDGE		**2. BERMUDA TRIANGLE**	
6. THE LOCH NESS MONSTER		**1. 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. Read 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) *a type of vegetable with solid yellow flesh and a hard skin; pumpkin* …………………
3) *destroyed or very damaged* ………………………………
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* ………………………………
10) *all the people who live in a place* ………………………………
11) *with too many people* ……………………………….
12) *the activity of fighting in a war* ………………………………
13) *a large grave* ………………………………
14) *a person who enters a country by force with an army* ………………………………
15) *the climbing plants that produce grapes as their fruit* ………………………………

3. Find synonyms for the *highlighted words* in the text.

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4. Ideas 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* → **rainforests**
2) *a type of vegetable with solid yellow flesh and a hard skin; pumpkin* → **squash**
3) *destroyed or very damaged* → **in ruins**
4) *a sudden violent movement of the earth's surface, sometimes causing great damage* → **earthquake**
5) *a long period when there is little or no rain* → **drought**
6) *places where people come to live and build their homes* → **settlements**
7) *destroy sth completely, kill* → **wipe sth out**
8) *a large number of people suffering from the same disease at the same time* → **epidemic**
9) *made people doubt what they believe* → **shook the people's faith**
10) *all the people who live in a place* → **community**
11) *with too many people* → **overpopulated**
12) *the activity of fighting in a war* → **warfare**
13) *a large grave* → **tomb**
14) *people who enter a country by force with an army* → **invaders**
15) *the climbing plants that produce grapes as its fruit* → **vines**

3. Synonyms for the *highlighted words* in the text.

embrace = cover

fell apart = collapsed

disappearance = vanishing

evidence = proof

downfall = failure, destruction

came across = found by chance

4. Ss' own answers.