

Teaching English Lesson plan CEFR B1 / B2 Level and Advanced

Challenges at school / Power to change (Climate Change) / Plant-based eating / Epilepsy awareness / Mindfulness

Introduction

Interaction Pattern: Whole class / individuals / pairs

Learning outcomes / Objectives

- Talk about the theme
- Use a variety of structures to make comparisons

- ***Structurel Conversion: Concepts***

- ***Contrast and comparisons***

Contrasting ideas: 'although', 'despite' and 'in spite of', 'although / even though'

It is **as** important **as** we try to keep in balance our body.

It is not **as** important **as** our health. It is **not quite so** important **as** our health.

I eat **more** veggies **than** my family members.

I **prefer** veggies. I **prefer** eating veggies to eating meats.

Eat **less** meat → B1

In English at the B1 level, comparative words are used to show differences between two things. These include comparative adjectives (like "**bigger**," "**more interesting**," "**better**"), comparative adverbs (like "**faster**," "**more carefully**"), and phrases like "**as...as**" and "**not as...as**".

- ***Concessions***

Although we eat a lot of veggies, I eat some meat too.

Though / Nevertheless

All the same

Loving veggies. Caring for the planet. **All the same to us.**

Loving veggies. We eat some meat. **Nevertheless**, we think about impact.

Nevertheless, we strive to do better – for ourselves and the Earth.

Whatever happens, I will always care for my planet.

- *Conditions and suppositions*

Conditions: if, supposing

If I would eat more veggies, I will be more healthier. Do you think is it right? What is your opinion?

Supposing you could go anywhere, which country would you visit?

- *Commands, request and prohibitions*

must

instructed

ordere

told

requested

It's necessary to

It is crucial that

Eating at the library is **prohibited**.

We are to eat all of the veggies.

request – wish... would

I wish you would eat more veggies.

- *Suggestion*

Let's go

I suggest eating more veggies. **I suggest that** you should eat more veggies.

You'd better spend more time in the nature.

If I were you, I'd eat more veggies.

It's rather good to go outside, **so if I were you, I would** go.

- *Likelihood, probability and possibility*

It's likely that...., There's a chance that...., It's possible that....,

There's a good chance.... → B1

Modal verb. will, may, might, could, must, should

It's likely that she'll eat more veggies in the future.

It's possible that she'll learn more in the future.

He may visit our farm. (slightly higher probability or a more neutral possibility than 'might'. It can imply that something is possible but not definite, more formal)

He might eat more veggies. (possibility, but with a bit more uncertainty or less likelihood than 'may') (tone is informal)

It is probable that she will care for the planet better.

I intend to visit the museum of Szeged.

- *obligation, necessity and determination*

There's no need for her to come. **It's my obligation** to go there.

All children must attend school until they are 18.

We have to care of our planet. The teacher kept us waiting for two hours.

We shall do as I tell you.

We wouldn't be able to change our habits. What is your opinion?

I have made up my mind to study Turkish. Did you have made up your mind? Why?

It is my resolve that I should study Chinese.

- *Purpose, cause and result*

We must do everything for our planet **so that** our children enjoy their future and their environment.

We must do everything to **stop** children misbehaving.

- *Verbs*

- *Inversion*

Never shall we forget our goals.

Not only we should care for our planet, but we should enjoy our lives.

I rarely eat meat.

Only after half a year **will we** be able to see any real progress.

It's hard to say that everything is okay, but we are doing our best.

In no way should we show how worried we are about our future.

- *Verb patterns*

There are....

It's difficult to say...

It's so nice to ...

It's no good thinking about our future too precisely.

It's difficult for me to be angry with pupils.

It was nice of you to help me with my homework.

What are you hoping for in the near future?

Why do you hope for that?

What steps do you need to take to achieve that?

How might your hopes change if the world around you changes?

Have you had your room repainted in the last five years?

They will repaint next year.

I had my hair cut yesterday.

I thought him to be intelligent.

I believe it to have been a mistake.

All my friends think that I'm very funny.

▪ *Reported Speech*

She asked **if** I liked cats.

I'm sorry I'm late.

I'm sorry I forgot about your daily plan.

I wish the weather were better.

I wish the planet were healthier.

If I had the chance to change the world, **I'd start** it with daily changes.

All we need for these changes.

▪ *Passive Voice*

She is said to help us with house chores, but she didn't come.

She is said to make changes, but she didn't.

It's expected that our planet will burn out over time.

It's well known that our planet is under threat due to climate change.

It's well known that our planet's ecosystems are struggling.

It's well known that human activity is harming the planet.

She is committed to eating more veggies. → active voice with a passive construction involved, because 'She is committed to....' is a state of being.

More veggies are being eaten by her.

The planet is being damaged by humans.

The environment is being polluted by people.

Trees are being cut down by them.

Age and level

Time

Materials

- **Lead-in (10 minutes)**
 - Tell learners that today they will exploring
- **Reading (15-20 minutes)**
- **Vocabulary (50-10 minutes)**

Need to be familiar with them, not to learn for the first definitely.

- **Focus on comparative structures (20 minutes)**
- **Mindfulness activity (10 minutes)**
- **Assessments**
- **Differentiation strategies**