AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Using Anime as a Supplementary Material in an EFL Classroom

A design project submitted in

partial fulfillment of the requirements for the degree

Master of Arts in Teaching English as a Foreign Language

By

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We hereby approve that this capstone

By

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Entitled

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Be accepted in partial fulfillment for the requirements of the degree

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Abstract

This course is designed to teach English through Anime-based materials supplementary to the main General English course book for 10-11 years old Low Intermediate level students. The concept of the course is driven by increasing popularity of Anime among kids and teenagers in Armenia. This course provides the students with topics and tasks related to Anime and helps them to enrich their target vocabulary, speaking skills as well as critical thinking and soft skills. The course is informed by the principles of the communicative and task-based language teaching approaches and their underpinning learning activities. The duration of the course is two months, three times a week, two-hour lessons each.

Keywords: Anime, supplementary materials, CLT, interculturality, task-based learning.

CHAPTER ONE: INTRODUCTION

The 21st century is full of innovations and teaching techniques, in order to make the learning more interesting and enjoyable for the students. Language is one of the ways of communication, and the English language is an international language through which people from different countries communicate with each other. English language learning is also popular in Armenia. In order to make the learning process fruitful, different engaging activities can be used during the lesson.

Over the last few years, there have been developed new ways of teaching English with different supplementary materials. Various YouTube and TikTok channels post videos of learning English through watching Anime cartoons. Since the Armenian students also watch Anime cartoons, this course teaches English through Anime-related activities, and focuses on developing students' speaking and listening skills. The main reason for developing this course is to raise student's motivation through implementing multimedia, enrich their target vocabulary, as well as improve their speaking and listening skills. Poster making and cosplaying also helps the students to develop their critical thinking skills.

I have developed this course for one of the groups from the private language learning center, where I have been working for almost 4 years. As a teacher, I am always eager to learn something new from my students about their hobbies and interests, which later I try to connect to our lessons and include them in group discussions. When I noticed that many of my students talk about Anime, and how exciting it would be to watch it and discuss it in English during the lessons, I decided to create this course. This course will give the students an opportunity to watch and discuss different Anime cartoons and at the same time develop their English language skills.

The next chapter of the paper discusses the literature underlying the importance of using animated cartoons in EFL, as well as the effectiveness of Anime, the importance of communicative approach, and effectiveness of task-based activities, as well as the intercultural aspects behind the course. Chapter 3 discusses how the needs analysis has been conducted and how it has driven the core aspects of the course, also it includes scope and sequence, learning plan, governing values, and goals and outcomes. Chapter 4 includes reflections and recommendations for future uses of the course. Finally, the lesson plans and all the materials that have been used throughout the course are included in the Appendices section.

CHAPTER TWO: LITERATURE REVIEW

2.1 The Use of Anime in EFL Classroom

Recently, Anime has become popular among Armenian teenagers. Anime (pronounced as ah-knee-may) is a style of Japanese animated cartoons of different genres (Yegulalp, 2018). In Japan, all animation is called Anime, but in foreign countries it is a common title to describe cartoons from Japan. Just like books and movies, anime cartoons are of different genres- horror, sci-fi, comedy, and adventure. One of the major reasons why anime is so popular now is because each anime cartoon includes several episodes, and children's favorite anime characters "grow" with them through time. Teenagers are interested in anime, because it shows and discusses topics such as moral values, friendship, and motivation. As the author states, one of the fastest ways to meet the 21st century kids' motivation and interests is through animated cartoons, which makes the learning process more fruitful (Kayaoglu, 2011). So using cartoons in the classroom can encourage students during the lessons, and also make it more interactive and enjoyable.

High-powered multimedia, which means combining several media types, such as pictures, audio, and video, contributes to accurate second language learning for students including listening, reflecting, and participating. As stated by a number of authors, high-powered multimedia assists verbal instruction with the help of pictures for more preferable visualization and understanding (Alemdag and Cagiltay, 2018; Chen and Liu, 2008). Including several multimedia types during the lesson not only looks more appealing, but also helps the students to acquire the material through multiple exposures. In this case the students not only listen to the information, but also see it, which makes the learning effective. Besides, multimedia raises students' interaction during the lessons.

Using Anime cartoons in an EFL classroom also has an impact on visual memory. In comparison with traditional teaching, with the help of animated cartoons students expand their visual and audial memory (Kayaoglu, 2011). Using videos in the EFL classroom supports the students with semantic and pragmatic context and lexical phrases that are important for them while learning L2 (Tschirner, 2001). According to Silverman and Hines, implementing videos as a supplement to the main course in the classroom enriches students' vocabulary of different ages, starting from kindergarten (Silverman & Hines, 2009). The use of this type of multimedia actually can decrease the gap between second language learners and native speakers. Gilakjani and Konomi suggest using animations, pictures, and videos for advancing students' second language outcomes (Gilakjani, 2012; Konomi, 2014). It is also worth mentioning that watching animated cartoons is beneficial for developing students' critical thinking skills through concentrating on the ideas of the cartoon, supporting and criticizing the heroes and their behavior, and also discussing some details that explain the whole meaning of the cartoon.

In order to keep the students motivated during the lesson, different supplementary materials can be used to make the lesson more engaging. Supplementary materials not only make the learning process fruitful and interesting, but also encourages the students to actively participate during the lesson. Including different supplementary materials, such as cartoons, visuals, and activities will make the lesson more engaging for them, and most importantly motivating. Barker also points out that engaging the students in the lesson is probably the best way to keep them motivated during the lesson (Barker, 2009). In line with this thought a number of authors indicate that watching cartoons in an EFL classroom has an effective impact on students' language competence (Arikan & Taraf, 2010; Munir, 2016; VelezGea, 2013). Using animated cartoons in the English language not only can enrich students' vocabulary, but also

develop their analytical and observation skills. Similarly, Hoogeveen supports the view that using anime cartoons in EFL enlarges students' target vocabulary and speaking skills. In addition, watching anime cartoons can help students to react and respond to the given material, discuss it with their group mates, ask each other questions and give answers, and not only receive information, but also discover it. What is more, with the use of multimedia students learn the new material more productively (Hoogeveen, 1995). Catching the students' attention is a key to effective learning. Boswood states that using animation in an EFL classroom proves that the learning process becomes enjoyable, and students are more attentive. The author put forward a term when joy and learning process are combined and go together, which he called "edutainment" (Boswood, 1997). Accordingly, if the lesson is enjoyable, the students will not feel anxiety and perform better. However, Devi (2005) points out some disadvantages of using anime during the lessons. The author states that it can distract students from watching cartoons frequently, and also it might be not convenient for the students who have vision problems (Devi, 2005). Even though using anime in an EFL classroom has some drawbacks, the advantages are enough to still use them in teaching and language learning.

2.2 The Use of Communicative Approach in EFL

Communication is one of the ways of acquiring a new language. It is important to give students more time to speak in L2 and communicate with each other (Alibekova, 2020). As stated by Alibekova, while communicating with each other, students will master L2 in the structure of its functions. The students should be able to communicate in real-life situations (e.g. going to a museum, shop, movies) (Alibekova, 2020). The author continues that people speak for the sake of control on their behavior, thoughts and feelings through speech activity (Alibekova,

2020). Students can also act out or create conversations with their peers based on their interests. The students will practice their speaking skills and talk about the things they are interested in.

Richards defines communicative approach as a collection of principles regarding language learning objectives, how students learn the language, the way classroom activities help the learners for the best learning, the role of the teacher and the students in the classroom, and as the function of learning in EFL (Richards, 2006). Richards and Rodgers demonstrate 3 main learning foundations: communication principles, task principles, and meaningfulness principles (Richards & Rodgers, 2001). Communication principle is based on the activities that include real communication between the students. Task principle is based on the activities where the language is basically used for carrying out the meaningful tasks. The meaningfulness principle takes into consideration the importance of meaningful learning, which means that the language that is meaningful for the student assists the learning process (Richards & Rodgers, 2001). The main focus of CLT is authentic language, which students can use outside the classroom, in real life situations.

On the other hand, Berns brings up 8 main learning principles of communicative approach which are:

1. Language teaching is based on the concept of language as a way of communication.
2. Diversity is recognized as a part of language development and is used around second language learners.
3. Competence of the students is examined in relative rather than absolute correctness.
4. Language variety is identified as an applicable pattern for learning and teaching.

5. Culture is accepted as a way of forming students' communicative competence.

6. No exact methodology or a fixed set of approaches is recommended.

7. Using the language provides the students with textual and interpersonal functions.

8. It is important for the learners to be interested in doing something with the language, as they use it for a variety of purposes (Berns, 1990, p. 104)

In modern English language classrooms, students have an opportunity to interact with their teacher and classmates in English, which allows them to use the target vocabulary they have learnt. According to Richards, many activities are designed primarily for interaction, because learners are expected to learn the language through the interaction process (Richards, 2006). The author states that during that practice, the teacher does not have full control over students' speech, but in this case making mistakes is an entirely natural developmental process. Communicative activities focus on the functional aspect of communication and expect students to analyze information gaps and clarify the problems (Richards, 2006). When students have problems, or they need to explain something, they should be able to use the target vocabulary to share the information with others. Hence, the students communicate in the target language, using the vocabulary they know based on the topics that correspond to their level. As stated by Klapper, the teachers should take into consideration students' needs and interests, and based on that students can have topics for discussions and learn the target vocabulary (Klapper, 2006). Hence, the students practice these real-life situations in the classroom, and develop their speaking skills.

Richard and Rodgers highlight three important materials widely used in the CLT: realia, text-based materials, and task-based materials (Richard & Rodgers, 2001). Applying jigsaw

tasks, opinion sharing tasks, decision making and problem solving tasks will give the students a chance to exchange their opinions using the target vocabulary. Consequently, with the help of the teacher in the CLT classroom, the students will be able to advance their personal language skills. As stated by Hu, the students in the CLT classroom represent negotiators and communicators; they learn the language by communicating with their peers and bank on their teacher as a role model (Hu, 2002). While the students communicate with each other, exchange their opinions and ideas, they also learn how to become effective listeners.

According to Breen and Candlin (1980:99 cited in Richards and Rodgers, 2001, p.167) a teacher has three roles in the CLT classroom: the first role of the teacher is to create the process of communication between all the students and later between the students and the given tasks. Secondly, the teacher should act as an independent member of the group, which means that the teacher is both the coordinator of the resources and also the guide in the classroom. The third role of the teacher is being a researcher and a student who can make a great contribution in terms of relevant knowledge and abilities (Breen & Candlin, 1980). Thus, to make the communicative approach efficient in the classroom teachers and students should act their roles as effectively as possible.

A number of scholars accept the communicative approach as a one of effective ways of acquiring a new language, however other scholars talk about potential drawbacks of using that approach in the EFL. One of the disadvantages is teachers' misunderstanding of CLT. Undoubtedly, the teachers know about this approach and implement them in their classrooms, but sometimes it confuses the teachers how exactly they can connect it to real-life situations. As stated by Aja, the teachers are sure about the methods and techniques they use in the classroom when they have appropriate qualifications (Aja, 2010). It is recommended for the teachers to

attend teacher training workshops in order to develop their professional performance in the classroom and effectively implement the activities that can enhance students' language learning. The second disadvantage is that students with low proficiency level are not usually eager to participate in the CLT activities. Students might have language anxiety because they think that what they say is wrong. It is important to explain to the students that making mistakes is a natural thing in the language learning process. The next disadvantage of using the CLT in the classroom is large class size. A number of scholars suggest education policy makers setting up the number of students in the classroom especially in language classrooms for better learning. In the large class using the CLT might be challenging for the teacher, because there will not be teacher-student interaction, and the implementation of communicative activities such as group/ pair work will not be effective.

Even though this paper has discussed some drawbacks of CLT, the advantages of using CLT in the EFL are dominant, and many scholars have proven that by implementing communicative activities, the students' learning process becomes more fun and successful. Anime cartoons include a lot of conversations and topics for discussions which with the use of CLT activities can strengthen students' speaking skills. Activities such as role plays, opinion sharing, information gathering and jigsaw tasks based on the context of the Anime cartoons implemented in this course work on developing the students' speaking skills.

2.3 Task-based Language Learning

Anime cartoons include a lot of real-life situation conversations, which can have a positive impact on students' language acquisition. Students can practice these real-life conversations through different kinds of task-based activities. Task-based language learning has

become an important topic in second language acquisition. The goal of task-based language learning is to develop communicative tasks and increase students' real language use (Jeon & Hahn, 2000). Task-based approach first appeared in 1982 by Prabhu, who published a research report (Wei, 2004). Task-based activities include "realistic" language, which means that the focus is mainly on meaning. During the activities, the teacher is both a guide and an instructor, and the students' are receivers. Larsen-Freeman notes that when the students make an attempt to finish the task, they get a chance to communicate with their classmates. It is believed that this kind of interaction between the students' facilitates language acquisition, because the learners try to understand each other and share their opinions (Larsen-Freeman, 2000).

Some scholars however, bring up the following drawbacks of this approach: in order to implement this method, the teacher should be very creative, during the activity the students might switch to their native language, also some students focus on finding the appropriate word and forget whether this word will fill in the discussion, and finally that sometimes students focus on fluency with the sacrifice of accuracy.

On the other hand, Rod Ellis argues for the advantages of task-based learning such as being motivating for the students, as it has been mentioned above task-based activities include naturalistic language based on the context, it is student-centered, but the teachers guide the process. It improves communicative fluency, but also works on accuracy (Ellis, 2009).

As it has been mentioned before, the teacher should be very creative for preparing task-based activities. As stated by Richards and Rodgers, the teacher plays three roles in task-based activities: 1. Selector of tasks, 2. Preparing students for the tasks, 3. Consciousness raising (Richards & Rodgers, 2001). As a selector of tasks, the teacher should find, adapt and design the

task appropriate to students' age and level. Then, the teacher should prepare the students for the task (e.g. introducing the topic) and provide the students with information about what they are going to do. Next, the teacher needs to make sure that the students know what they need to do, and the students are focused on the task (Richard & Rodgers, 2001). The students should be aware of the task with pre-activities to make sure that every student understands what is expected from them.

In contrast with traditional learning, task-based language learning gives students more freedom to interact with each other, because the students are the main key actors, while the teacher is most of the time an instructor. The task-based activities are a good practice for the students to talk about real-life situations using the target vocabulary, which of course will develop students' speaking skills and reduce stress level while speaking the foreign language.

Though it might take a lot of time and effort for the teachers to create or adapt the activities, many researches have shown the effectiveness of task-based learning. Engaging activities raise students' motivation, and the learning process becomes both enjoyable and informative for the students. Most importantly, the students get a chance to develop their speaking skills through conversations with their peers based on the accurate topics from real life situations. In the 21st century, where good communication skill is one the main keys to success, task-based activities are of great help for the students to practice it in the classroom, and also use it in realia. In this course the students constantly have tasks such as comparing their favorite Anime heroes, debating for/against their peers, supporting/criticizing specific Anime characters. These activities help the students to become more fluent in speaking English as well as practice the target vocabulary that they have learnt while watching Anime cartoons.

2.4 Intercultural Competence in EFL

Intercultural competence is an important component in EFL learning. Anime represents Japanese culture, traditions and people. While watching Anime cartoons, the students learn about Japanese lifestyle, food, history, as well as body language and gestures, which are different from the Armenian culture and traditions. It is important to teach interculturality in EFL classrooms, and let the students know about the differences in cultures and their representatives.

English is an international language used in different parts of the world, known as lingua franca. For a better understanding of a language it is also important to know something about the culture of that language. According to Kramsch (1993), culture "is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them". People from different countries and cultural backgrounds communicate with each other mainly in English. So, to be able to communicate with people from different countries, one should know not only English well, but also be interculturally competent. According to Deardoff, being interculturally competent and expanding intercultural communicative competence (ICC) is one of the aims of English language education (Deardoff, 2009). According to the author, students should know their culture and traditions, as well as be aware of other cultures and respect them.

It is important to teach learners intercultural competence, as well as use it properly for building new bridges between people from different cultures. In spite of the importance of ICC, Gonen and Saglam state that sometimes teachers do not introduce ICC in the classroom, they work on language proficiency only (Gonen & Saglam, 2012). In other cases, teachers also do not

have time to talk about ICC because of the overloaded curriculum. As ICC is essential in the 21st century, English language courses should teach students how to become intercultural speakers, and be able to deal with cross-cultural situations (Deardoff, 2009). Sometimes, the lack of intercultural competence leads to misunderstandings, fun situations and even conflicts. According to Deardoff, there are a lot of stories and anecdotes related to this topic, and in order to skip such kinds of situations, intercultural competence should be explained to students (Deardoff, 2009). This will help them understand traditions of different cultures, compare them with their own culture, find similarities and differences. If there are students with different cultural backgrounds in the classroom, they can present their country, share interesting facts about it and answer their peers' questions. The author claims that if the classroom is homogeneous, the students start learning their own culture deeply. As soon as the students can present and talk about their culture, they start learning the facts about another culture (Deardoff, 2009). Later, the students can prepare projects about specific countries and present them in the classroom.

Intercultural competence also develops students' critical thinking skills and that they need to respect everybody's opinion. Kramsch points out that getting rid of stereotypes is not when we understand that people are different, but understanding that all human beings are unique and that we all can easily be in somebody else's situation under different circumstances (Kramsch, 1993). Sometimes people do not share the same opinion as we do, and that is why students need to be taught that if some of their friends do not agree with them, that does not mean that they are wrong, it means that they have different opinions about something and need to accept and respect that opinion. With the use of intercultural activities, the students will learn new things from each other, communicate in English and broaden their views. Through this

course the students also learn about Japanese culture, and it gives them an opportunity to

investigate Japanese culture from different angles and draw comparisons between Japanese and

Armenian cultures.

CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

3.1 Course Description

The course is designed for low intermediate level English language students/young learners attending language courses at the Global Bridge Educational Centre in Yerevan, Armenia. This course is designed for a group of students who are interested in Anime cartoons and are eager to learn English through anime-based activities. The course is designed to supplement the English in Mind 2 course book (Puchta H. & Stranks J., *English in mind 2: Student's book 2010*), which was the core textbook used to teach the target students at the mentioned language center. The supplementary materials are designed to help the students develop their English language skills by integrating anime cartoons in the learning process. The main goals of the course are to develop students' speaking and listening skills, as well as enhance their vocabulary through watching Anime cartoons in the English language. The course also includes topics of social interaction, and discussions about moral values such as friendship, the importance of being a loyal friend, and motivation. Two Anime cartoons, namely, "My Hero Academia", and "Naruto" lay the ground for the developed supplementary materials, selected in response to the interests of teenagers.

 The duration of the course is 2 months, 3 times a week, with 2-hour lessons each.

3.2 Governing Values

Since Anime is popular now among children and teenagers in Armenia and there are Anime clubs, online courses that teach English through Anime, this course is designed for the learners who are interested in Anime and would like to learn English through this topic. In order to raise the students' motivation and engagement during the lessons, a number of activities are included in the course that correspond to their interests and also teach them some target

vocabulary. The students have a chance to practice their speaking skills through debates and group/pair discussions, use their creativity for poster making and cosplaying, and talk about their favorite Anime heroes.

3.3 Note on the Course Rationale

Anime is an integral part of Japanese culture, which represents the country's traditions, and cultural aspects. In order to understand the concept, meaning, and the main message of Anime, it may be best to watch it in the Japanese language using the subtitles. However, this course was built on Anime selections in English with the English subtitles since one of the main goals of this course is to develop students' listening skills in EFL. While watching Anime in Japanese would colorfully show the emotions of the heroes, their feelings, for this particular course watching it in native language was not considered functional as this would limit the students' exposure to merely reading the subtitles.

3.4 Needs and Environmental Analysis

Before designing the given project, a needs analysis was conducted in order to understand how to work on this course. The course was held in the Global Bridge Educational Centre. The General English group where this course was taught consisted of 8 participants (5 boys and 3 girls). The age of the students is ten-eleven, and their language proficiency level is Low Intermediate. For data collection a survey questionnaire was sent to the students, in order to understand whether the course would be applicable there or not. The survey showed that almost all the students are interested in Anime, some of the students watch it on a daily basis, and two students like it so much that they have sketchbooks where they draw their favorite Anime heroes. The student who chose the option "Not interested at all" left the group later.

Figure 1

The Participants Willingness to have Anime-based activities

Would you like to watch anime cartoons for your English classes?
8 ответов

- Yes
- No
- Maybe

75%
12,5%
12,5%
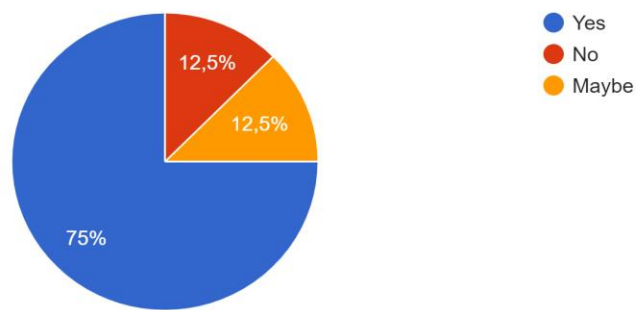
As results show, the students are interested in Anime, and they want to learn English through Anime cartoons. Based on the survey questions, student's comments, and observations it was decided to use Anime as a supplementary material with the main focus on developing students' listening, speaking, and soft skills.

After the survey the students also discussed the questions in the classroom by sharing opinions with each other, and they all liked the idea of learning English through Anime. The students said that this kind of language learning curriculum is new to them, and they expect the course to be interesting because it corresponds to their interests. The students even suggested their favorite Anime cartoons which can be used in the course. It is also worth mentioning that the students cheered up when they heard about poster making.

3.5 Learning Plan

The learning plan of the project includes the scope and sequence of the course, the duration of which is two months. Though this course mainly focuses on developing students' speaking and listening skills, each lesson includes all the four skills. Also, the course includes activities where the students are expected to use their soft and critical thinking skills.

Goals and Outcomes

Goals	Outcomes	Assessment			
		Participation	Role Plays	Discussions	Presentation
GOAL 1: Strengthen students' vocabulary and writing skills	**1.1** Write essays/emails based on the provided topic and using the target vocabulary	✔		✔	✔
	1.2 Use vocabulary strategies to identify target words in the given texts/topics	✔		✔	✔
GOAL 2: Develop students' listening and speaking skills	**2.1** Contribute orally to discussions on relevant topics	✔	✔	✔	✔
	2.2 Support/criticize specific cartoon heroes using the applicable vocabulary	✔		✔	✔
	2.3 Identify the main ideas from the video materials and discuss with peers	✔		✔	✔
GOAL 3: Develop students' critical	**3.1** Enhancing presentation making skills	✔		✔	✔

thinking and soft skills				
	3.2 Argue for and against their peers' opinions	✔		✔	✔
	3.3 Use collaborative strategies to work in groups	✔	✔	✔	✔

Scope and Sequence

The sequence of the topics is based on the students' main course book English in Mind 2, and under the Supplementary Materials

section are presented the activities written by me.

Unit	Grammar	Vocabulary	Pronunciation	Speaking/Functions	Listening	Reading	Writing	Supplementary materials
1-Great idea!	Past Cont. Past Cont. vs. Past Simple When and While	Phrases with get	Was and were	Describing past activities Discussion about different genres of music	Science fiction story, additional reading	What did they invent? Be an inventor! The history of listening to music	A story about an invention	Discussing Japanese culture and animated cartoons, Anime "Naruto", Quizlet set with new vocabulary
2-He ran faster	Comparative and Superlative adj	Antonyms, synonyms	Than, as	Making comparisons Apologizing!	Olympic medalists	Australia is almost the	Report about a sports event	Comparing pictures using (not) as...as,

	(not) as...as Comparative adverbs	Sport		Talking about sport, Talking about favorite sport, idols, and motivation		champions A marathon		discussing "My Hero Academia", telling which characters they liked most
3-Our world	Will, won't Might, may not if/unless 1st conditional	The environment	won't	Discussion about environmental problems, predicting future events A person I want to become in the future	Water as a natural resource	Bicycle revolution? Additional article	Website article about your town, writing a letter to "Dear Future Me"	Acting out a part from anime "My Hero Academia", discussing the importance of being a loyal friend, discussing what will happen if people continue harming nature (poster)
4-Holiday or Vacation?	Question tags Present Perfect (just/ already/ yet)	Different types of English accents, 21 Century, New Technology types	Intonation in question tags	Talking about daily routines, habits, likes/dislikes	A conversation about things recently done TED Talk "The future of an immersive Metaverse"	Is free wireless internet a good idea for Vancouver?	Email about a holiday, essay "How the new technologies have changed people's way of communication?"	Making posters about the place they want to spend their holidays, a debate for/against free internet everywhere, discussion and follow-up questions based on the anime cartoons, cosplaying favorite heroes
5-Growing up	Present Simple passive let/ be allowed to	Describing a person's age, a debate for/against comic books	allowed	Describing a ceremony, discussion about permission	Story from Papua New Guinea	Additional reading	Magazine article about a special day	Discussing specific anime characters, playing a "solve the crime" game, discussing special days of their lives.
6-Have	Present Perfect	Verb and	Have, has, and	Discussion about	Song: Don't	The power of	Email about	Discussing how they deal

fun!	(for vs. since)	noun pairs	for	unfinished situations	worry, be happy	humor	how you have fun	with stress, and what makes them happy, writing a list of unfinished things, watching "Naruto" for 10-15 min, making up the ending scene by themselves, acting it out.
7-Disaster!	Past Simple passive A, an, the or 0 article	Disasters	"Silent" letters	Discussions based on previous events. Talking about your dream. Discussing natural disasters	A famous hurricane	A flying disaster	Newspaper story about a forest fire	Making a poster with their dreams and what they need to fulfill them, Debating, supporting/criticizing the specific hero from cartoons.
8-Ways of living	Too much/ many, not enough Will vs. be going to	Houses/ homes	Sound and spelling: -ou	Talking about your country and home. "What is enough for you to feel happy?"	Descriptions of homes	A holiday in a cave	Email about a plan for holiday	Discussing""What does your dream house look like?", Watching the ending part of Anime"Naruto", making up the beginning of the story in groups and acting them out, discussing "Where would you like to live more- in a busy city or somewhere by nature?"
9-Your mind	Determiners (everyone/ no one/ someone) must/mustn't vs. don't have to	thinking	must	Discussion about how you learn best Self-development, what is their motivation to study	Multiple intelligences	Your brain is like a muscle	Competition entry	Discussing the important qualities every well-educated person should know, discussing: "What would be the title of the comic book written by you?",

								poster/presentation: "The most important qualities of my favorite anime hero"
10-Music makers	Present Perfect Continuous	Music and Musical instruments	Sentence stress: rhythm	Talking about unfinished things or things they have done recently	Learning new types of music	Music that changes lives	Essay about songs that can change lives	Writing and drawing their own comic story

CHAPTER FOUR: REFLECTIONS & RECOMMENDATIONS

This section includes reflections from the course while it was being implemented in the classroom. It also includes recommendations for the teachers who will use the Anime based activities in their classrooms.

While teaching my students a General English Language course, I used to ask myself what I can do to raise my students' motivation and make the lessons more interesting, enjoyable and at the same time informative for them. At Global Bridge there are a lot of students who are interested in Anime, from different age groups and proficiency levels. I started investigating the effectiveness of Anime, and was quite surprised to see that many teachers in the literature who used Anime in their classrooms are stating that indeed learning became more fruitful and enjoyable. The students' were engaged during the lessons. As my students are also huge fans of Anime, I understood that designing this course for their group might actually work out. After several discussions with my students and a needs analysis survey (see Appendix A), I realized that all the members of that group are interested in anime, they watch anime at home and discuss them during the break time.

The students were so happy when they found out that during our English lessons they would watch Anime and do Anime-based activities. Using Anime as a supplementary material indeed was helpful during the course. The students were actively participating, they shared their impressions and opinions regarding their favorite anime characters, had discussions and debates, which developed their speaking and listening skills. The supplementary materials also included essay writing, poster making, cosplaying, and the final project was writing and drawing students' own story. The course was taught 3 times a week, 2 hour-lesson each.

During the piloting process, I was making notes to record students' progress and development mainly on the listening and speaking areas. Also, I was taking notes regarding which activities the students liked the most. During the observations I noticed that the discussions, debates, and other activities had a positive impact on their speaking skills. They were more attentive during the lessons, and could not wait to reach the part of the lesson where their interests and English skills got together, and they did activities based on Anime topics.

In addition to observations, information conversations were held with the students. These conversations showed that for some students at first it was difficult to understand the cartoons in English, because they used to watch Anime in Russian, but the subtitles helped them to understand the main idea of the episode, also they learnt new words and phrases from the cartoons. Often, they cited their favorite anime characters in speech, for example "As Naruto says, believe it!". After each unit, the students' were writing progress tests from the main coursebook.

Due to the fact that the course was designed for the students who I have taught for 3 years, I was better informed about their strengths and weaknesses. It was decided to ask the students' write a reflection about their impressions of the course and draw something related to the Anime. The results of the reflections are:

Three students out of eight wrote in their reflections that most of all they liked watching Anime and acting them out, five of them liked cosplaying because they could use their imagination and creativity. Six students liked debates, because it was interactive. All the students liked discussions about motivation, friendship and moral values. It is worth mentioning that three students liked writing essays, however five other students said that the writing task was a bit boring and speaking was more fun. All the students liked poster making, and drawing their

favorite Anime heroes. Also, they mentioned that during the course they learnt many new words from the cartoon, and that they would like to continue watching Anime during their lessons, because the discussion topics are interesting for them, and they feel happy when they hear English speech and understand it.

4.2 Recommendations

 Based on the results of the piloting, there are a few recommendations that may be helpful for the teachers who would like to use the lesson plans as part of the course they teach either with the English in Mind 2, or any other coursebook.

All in all, based on my own observations and the students' oral feedback, the course was successful. The goals that I set for myself while designing this course helped me to raise the students' motivation by connecting the lessons with their interests. The students have developed their listening and speaking skills, used their creativity and critical thinking skills while making projects, acting-outs, presentations. They learnt how to participate in debates, and respect each other's opinions. Students shared with each other what kind of moral values the exact anime cartoon taught them, what they liked and disliked.

Some recommendations that I would like to add are:

1. Teachers should learn what are their students' interests outside of the classroom, and try to implement them in the classroom, because showing that you are also interested in the topics your students like and implementing them during the lesson indeed motivates them for better learning and makes the whole learning process more fruitful.

2. Using different types of multimedia (visuals, audios, videos) in the classroom will help the students to learn the new material more effectively.

3. Before discussing/watching Anime cartoons in the classroom thoroughly analyze and inspect them, because very often they might include violence or core scenes.

4. Teachers should include more projects or activities where the students can give freedom to their imagination and creativity, and let them think outside the box.

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Appendices

Appendix A

Survey Questions

1. How much are you interested in anime?

2. How often do you watch anime?

3. In what language do you watch anime?

4. Would you like to watch anime cartoons for your English classes?

5. Would you like to read comic books for your English classes?

6. Apart from anime cartoons, what other topics would you like to include in your English classes?

7. What would you like to do more during your English classes?

Lesson Plans

Coursebook- "English in Mind 2", Unit 2

Unit 2.1

Topic/Theme: He ran faster

# of Students: 8

Target language proficiency level: Low Intermediate

Prior learning related to this lesson: Past Simple, comparative and superlative adjectives

Learning objectives:

By the end of the class, students will be able to:

1. LO1→ Practice sport related vocabulary

2. LO2→ Discuss Olympic and Paralympic games

3. LO3→ Revise comparative and superlative adjectives

4. LO4→ Watch and discuss in pairs "My hero academia" Anime

5. LO5→ Practice antonyms

Materials: Books, computer

References: Puchta H. & Stranks J., *English in mind 2:* Student's book 2010

Anticipated problems: Absences, no internet connection

Procedures:

1) **Warm-up LO#1 (10 minutes)**

Mode: Whole class activity

Steps:

1. Greet the students

2. Ask the students the following questions

   a. Do you like sports?

   b. What is your favorite sport?

   c. How often do you do sports?

   d. Do you think it is important to do sports?

3. Solicit responses

Assessment technique: Students sharing responses

2) Olympic medalists LO#1, LO#2 (15 minutes)

Mode: Whole class activity

Steps:

1. Tell the students to open student's book page 18 (see Appendix 1)

2. Ask the students to look at exercise 1B and try to tell what might be the difference between Olympic and Parolympic games

3. Ask for a volunteer to share

4. Tell the students that now they are going to listen to the audio and complete the information under the pictures

5. After the listening, tell the students to discuss the difference between Olympic and Parolympic games and share the answers with the peers

Assessment technique: Students sharing responses

3) Comparative and Superlative adjectives LO#3 (20 minutes)

Mode: Students working individually

Steps:

1. Write on the board sentences with comparative and superlative forms of adjectives

2. Tell the students that now they are going to make sentences using these structures

3. Ask for a volunteer to say a sentence

4. After a quick revision, tell the students that now they are going to look at 2 Anime heroes and compare them

5. Show the picture to the students (see Appendix 2)

6. Model an example

7. Ask the students to say at least 3 differences between the heroes

8. Give the students 2-3 minutes to prepare

9. Ask for a volunteer to start

Assessment technique: Students sharing responses

4) Antonyms LO#5 (15 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to talk about antonyms and synonyms

2. Explain, that antonyms are the words with opposite meaning, and synonyms are the words that have similar meaning

3. Model an example

4. Ask the students to share examples of antonyms with each other

Assessment technique: Students sharing responses

5) Antonyms activity LO#5 (20 minutes)

Mode: Whole class activity

Steps:

1. After practicing antonyms, ask the students to open students' book page 19 exercise 3A (see Appendix 3)

2. Tell the students that they need to read the words and write their antonyms

3. Model an example

4. Explain, that after writing the correct antonyms, they need to write 4 sentences using the adjectives from the exercise

5. Give the students 7-8 minutes to finish the task

6. When everyone is ready, ask the students one by one to read their sentences

Assessment technique: T-S feedback, students sharing responses

6) Anime "My hero academia" LO#4 (30 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to watch Anime "My hero academia" (see Appendix 4)

2. Ask the students whether they know anything about that cartoon

3. Explain that after watching it they are going to have a group discussion based on that episode.

4. Ask the students the following questions:

1. Does Izuku Midoriya have superpowers?

2. What do you think Izuku felt when All Might superhero saved him?

3. What kind of superpower would you like to have?

4. What is your favorite line in the episode?

Assessment technique: Students sharing responses

7) Wrap-up (5 min)

Mode: Whole class activity

Steps:

1. Thank the students for their active participation

2. Assign the homework

3. Goodbye

Appendix 2.1.1 Student's Book page 18

2 He ran faster

* Comparative and superlative adjectives
* Intensifiers with comparatives
* (not) as ... as

* Adverbs / comparative ad[
* Vocabulary: antonyms/sp[

1 Listen

a Match the names of the sports events with the pictures. Write 1–6 in the boxes.

1 throwing the discus
2 gymnastics
3 throwing the javelin
4 archery
5 volleyball
6 sprinting

b ▶ CD1 T10 Look at the profiles. Listen to part 1 of a talk and complete the information.
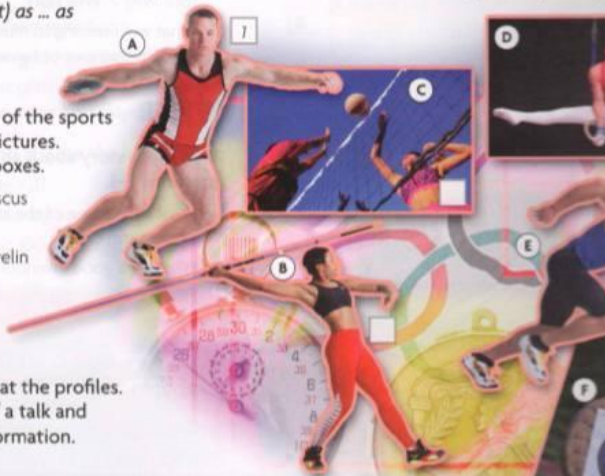
Olympic medallists, (Beijing 2008)

Jason Smyth
From: Ireland
Event:
Medal: Gold
Time:

Stefanie Brown Trafton
From:
Event: throwing the discus
Medal: Gold
Distance:

Usain Bolt
From:
Event: 100 metre sprint
Medal:
Time: 9.69 seconds

Marianne Buggenhagen
From:
Event:
Medal:
Distance: 27.8 metres

c ▶ CD1 T11 The speaker[
'How is this possible?' W[
she talking about? What[
think the answer is? List[
part 2 and check your ar[

d ▶ CD1 T11 Listen to pa[
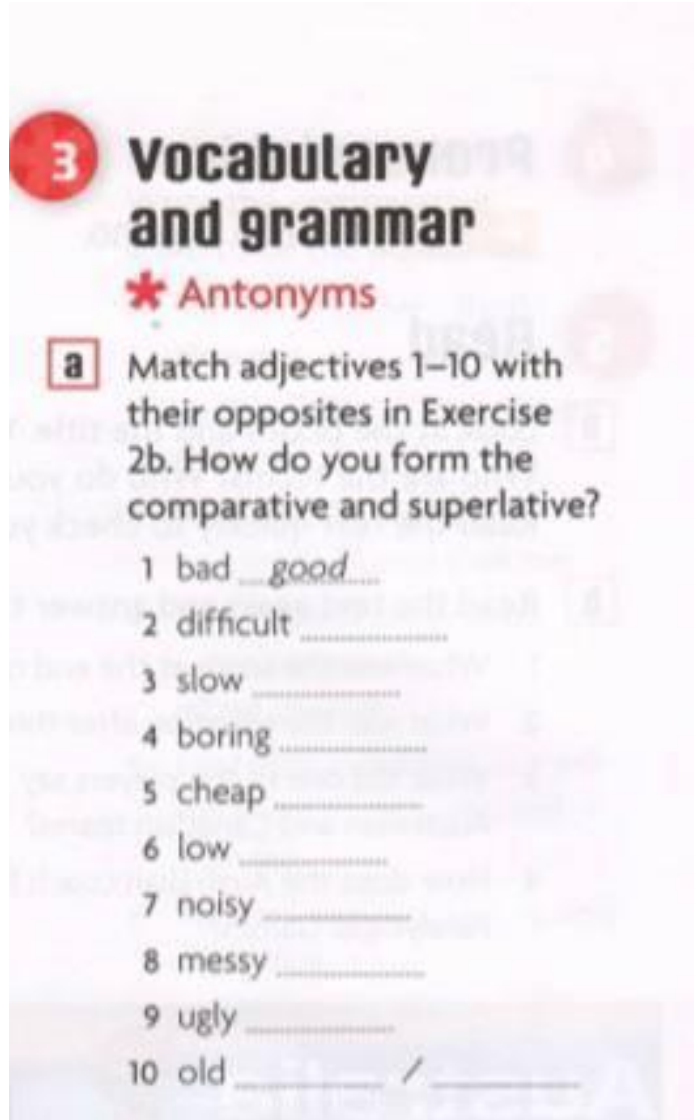again and answer the qu[

1 What are the Paralymp[
2 When were the first Paralympic Games?
3 How many sportspeop[were at the 2008 Paral[Games?
4 Where did Natalie Du T[finish in the 10 km swin[Olympics?
5 What is Du Toit's disab[

e Can you think of any oth[famous disabled people[the class about them.

18 UNIT 2

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Appendix 2.1.2 Anime heroes pictures for comparisons

Appendix 2.1.3 Student's Book page 19 ex. 3

3 Vocabulary and grammar

★ Antonyms

a Match adjectives 1–10 with their opposites in Exercise 2b. How do you form the comparative and superlative?

1 bad _good_
2 difficult ....
3 slow ....
4 boring ....
5 cheap ....
6 low ....
7 noisy ....
8 messy ....
9 ugly ....
10 old .... / ....

Appendix 2.1.4 My hero academia season 1 episode 1 link: https://youtu.be/Sw4Em1wc8es

Unit 2.2

Topic/Theme: He ran faster

Duration of the Lesson: 2 hours

# of Students: 8

Target language proficiency level: Low Intermediate

Prior learning related to this lesson: Sports related vocabulary

Learning objectives:

By the end of the class, students will be able to:

1. LO1→ Practice sports rules related vocabulary

2. LO2→ Practice comparative adverbs

3. LO3→ Act out a part from Anime "My hero academia"

4. LO4→ Discuss different types of superpower

5. LO5→ Discuss basketball teams and their captains

Materials: Books, computer

References: Puchta H. & Stranks J., *English in mind 2:* Student's book 2010

Anticipated problems: Absences, no internet connection

Procedures:

1) **Warm-up LO#5 (15 minutes)**

   Mode: Whole class activity

   Steps:

   1. Greet the students

2. Check the homework

3. Tell the students that today they are going to discuss their favorite basketball teams and the captains of that teams

4. Model an example "My favorite football team is Lakers.."

5. Give the students 2 minutes to prepare

6. Ask for a volunteer to start

Assessment techniques: Students sharing responses

2) Basketball Champions LO#1, LO#5 (20 minutes)

Mode: Whole class activity

Steps:

1. Tell the students to open student's book page 20 (see Appendix 1)

2. Ask the students to say what do they see on the picture

3. Ask for a volunteer to share

4. Tell the students that now they need to scan the text quickly and discuss the text with each other

5. Give the students 5 minutes to prepare

6. When everyone is finished, start the discussion.

Assessment techniques: Students sharing responses

3) Quizlet Game LO#1 (10 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to play the Quizlet based on the sports related vocabulary

2. Open the quizlet (see Appendix 2)

3. Share your screen with the students

Assessment techniques: Students sharing responses

4) Comparative Adverbs LO#2 (20 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to learn comparative adverbs

2. Explain, that they already know comparative adjectives, and today they are also going to learn about comparative adverbs

3. Explain, that we use adjectives when we talk about nouns, and when we need to talk about verbs we use adverbs

4. Model an example

5. Ask the students to share their examples

Assessment technique: T-S feedback, students sharing responses

5) Comparative adverbs LO#2 (20 minutes)

Mode: Students working in pairs

Steps:

1. Tell the students that now they are going to work in pairs

2. Cut pictures in 2 parts, mix them

3. Ask the students to pick one piece

4. When everybody has got one piece of different pictures, they should find their "partner" who's piece is also from the picture

5. When everyone is finished with setting up, ask the students to open student's book page 21 (see Appendix 3)

6. Explain that now, working in pairs, they need to do exercise 7C and find the correct words

7. Tell the students, that after finishing the task, they need to exchange their books with another pair, and check the exercise

Assessment techniques: T-S feedback, students sharing responses

6) Anime "My hero academia" LO#3 (30 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to watch Anime "My hero academia" (see Appendix 4)

2. Explain, that this time they will watch the ending scene, and based on that make up a beginning of the story and act it out

3. Tell the students that they are going to watch only the last 5-6 minutes of the cartoon, and after that they need to decide together what happens in the beginning and act that scene out.

Assessment techniques: Students sharing responses

7) "Superpowers" LO#3, LO#4 (15 minutes)

Mode: Whole class activity

Steps:

1. After watching and acting out the episode, tell the students that now they are going to discuss superpowers, and people should do in order to stay strong and healthy

2. Explain that each students should talk about the superpower they think is the most important for the hero and why

3. Tell the students that if they want they can also draw that "superpower" the way the imagine it

4. Give the students time to prepare

5. When everyone is finished ask for a volunteer to start

Assessment technique: Students sharing responses

8) Wrap-up (5 min)

Mode: Whole class activity

Steps:

4. Thank the students for their active participation

5. Assign the homework

6. Goodbye

4 Pronunciation

▶ CD1 T12 Turn to page 110.

5 Read

a Look at the photo and the title. What is the sport? Who are the teams? Who do you think won? Read the text quickly to check your ideas.

b Read the text again and answer the questions.

1 What was the score at the end of the match?
2 What was the situation after three periods?
3 What did one of the players say about the Australian and Canadian teams?
4 How does the Australian coach feel about the next Paralympic Games?

Australia almost the champions

The Australian Men's Wheelchair Basketball team were only two points away from winning a gold medal last night. In the Paralympic Wheelchair Basketball final, Canada (the world and Paralympic Champions) beat Australia 49:47.

At the end of the third period, Australia were winning by eight points. But Canada came back – they played brilliantly and took the lead in the last 30 seconds. The Australian captain had a chance at the very end to make the match a draw – but the ball hit the basket and didn't go in. The referee blew the final whistle and Canada were the champions.

One of the Australian players said: 'We're very proud. We didn't play badly – in fact, we played very well. But congratulations to Canada – they played hard and fast and, in the end, they played better than us.'

The Australian team now have a few weeks before their next match, but they aren't resting: they are already preparing for the next Paralympic Games. 'We hope that we can go further than last time and win the gold medal,' the coach said. 'We're practising even more regularly and we're training harder than ever. I think we'll do very well at the next Paralympics.'

20 UNIT 2

6 Vocabulary

✱ Sport

a Match the sentences with the pictures.

1 They're the **champions**.
2 England **won**, two–one.
3 England **lost**, three–nil.
4 It was a **draw**.
5 Australia **beat** South Africa.
6 The USA **came second**.
7 The **coach** talked to the **players**.
8 The **referee sent** a player off.

b Put the pictures into words.

1 _Jones came first, Smith ..._
2 _____
3 _____
4 _____

Appendix 2.2.1 Student's book page 20

Appendix 2.2.2 Quizlet set link: https://quizlet.com/_bfcipn?x=1jqt&i=3apgmo

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Appendix 2.2.3 Student's book page 21

7 Grammar
✱ Adverbs/comparative adverbs

a Look at the example. Underline other examples of adverbs in the text on page 20.

We didn't play badly – in fact we played very well.

b How do you form the adverbs of:
- regular adjectives (for example, *slow*)?
- adjectives ending in -y (for example, *easy*)?
- *hard, fast* and *good*?

LOOK!

We use adjectives to talk about nouns: He's a **slow** runner.
We use adverbs to talk about verbs: He runs **slowly**.

c Read Mark's diary. Circle the correct words.

4 May

Last night, my father was talking about languages. He says he speaks French ¹good / well, but he doesn't. I've heard him speaking French: he tries to speak very ²quick / quickly, and his pronunciation is ³terrible / terribly. But I didn't say that.

I want to speak Italian ⁴fluent / fluently. Yesterday I talked to the Italian teacher about my test. She said I got 4 out of 20 – I did the test really ⁵bad / badly. I was surprised. I thought the test was ⁶easy / easily and I answered all the questions really ⁷quick / quickly.

The teacher said I'll never be ⁸good / well at Italian, but I smiled ⁹happy / happily at her, because she's wrong. I'm going to learn Italian and go to live in Rome.

d Look at this example of a comparative adverb from the text on page 20. Then complete the rule.

We're practising even more regularly ...

RULE: To form the comparative of most regular adverbs, add the word _____ before the adverb.

e Some comparative adverbs add -er/-ier to the adverb, others change completely. Complete the examples.

1 soon	*sooner*	4 hard	_____
2 early	*earlier*	5 fast	_____
3 good	_____	6 bad	_____

f Complete the sentences. Write the comparative adverbs of the adjectives.

1 Sue runs _*faster*_ (fast) than me.
2 Andy writes _____ (clear) than me.
3 Pablo speaks English _____ (fluent) than me.
4 Sorry, I don't understand – can you speak _____ (slow), please?
5 I got 90% in the test, but Jeff did even _____ (good) than me.
6 Rebecca ran _____ (quick) than Alice.
7 Sandra always works _____ (hard) than everyone else.
8 The party starts at 9.00 – but you can come _____ (early) if you want to.

8 Speak

a Think of five famous people, or people in your class, and compare how they do things. Start each sentence with 'He' or 'She'. Use the verbs and adjectives in the box.

play   speak   work   sing
dance   run   write   learn
act ... [your ideas]

good   hard   bad   clear
fluent   quick ... [your ideas]

He plays tennis better than Rafael Nadal.
She works harder than anyone else in the class.

b In pairs tell each other your sentences. Who is your partner thinking of?

UNIT 2   21

Appendix 2.2.4 My hero academia, episode 2 link: https://youtu.be/e6Cw1Ux8wVg

Unit 2.3

Topic/Theme: He ran faster

Duration of the lesson: 2 hours

# of Students: 8

Target language proficiency level: Intermediate Low

Prior learning related to this lesson: marathon related vocabulary

Learning objectives:

By the end of the class, students will be able to:

1. LO1→ Practice new expressions

2. LO2→ Watch Anime "Naruto", and act it out

3. LO3→ Discuss the concept of peace and what we can do to change something around us

   to the better

4. LO4→ Discuss the importance of being a supportive person

5. LO5→ Create a dialogue based on the target vocabulary

Materials: Books, computer

References: (Puchta H. & Stranks J., *English in mind 2:* Student's book 2010)

Anticipated problems: Absences, no internet connection

Procedures:

1. Warm up LO#4 (15 minutes)

Mode: Whole class activity

Steps:

1. Greet the students

2. Check the homework

3. Ask the students who do they think a supportive person is

4. Solicit responses

Assessment technique: Students sharing responses

2) A marathon LO#1, LO4 (15 minutes)

Mode: Whole class activity

Steps:

1. Ask the students to open the student's book page 22 (see Appendix 1)

2. Ask the students to look at the pictures and share with each other what they can see, the emotions of heroes; are they happy or sad?

3. Tell the students that now they are going to listen to the story and then discuss it with each other

4. After listening to the audio, ask for a volunteer to start retelling what is the story about

   Assessment technique: Students sharing responses

3) "A supportive person is.." LO#4 (20 minutes)

Mode: Students working individually

Steps:

1. Now when students already understand the concept of a supportive person, ask the students to continue the phrase "A supportive person is…"

2. Model an example

3. After, ask the students whether they consider themselves supportive or not

4. Ask for a volunteer to share

5. When everyone is finished ask the students that now they are going to talk about the person who is the biggest supporter in their lives

6. Give the students 5-6 minutes to prepare

7. Ask for a volunteer to start

Assessment technique: T-S feedback, students sharing responses

4) Practicing new phrases LO#1, LO#5 (25 minutes)

Mode: Students work in pairs

Steps:

1. Tell the students that now they need to find the following phrases from the story they have listened to (see Appendix 2)

2. When everyone is ready, tell the students that they can decide their partners this time to work together

3. When the students are ready, explain that they need to create a dialogue using the new phrases

4. Give the students 5-7 minutes to prepare

5. Ask for a volunteer to start.

Assessment technique: Students sharing responses

5) Anime "Naruto" LO#2 (25 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to watch a part from Naruto, where they talk about peace and stop the war, and how Naruto wins Negato (see Appendix 3)

2. Explain that they need to watch the video, and after they will act it out.

3. When the students finish watching the video, tell them their roles

4. Give the students 3-4 minutes to prepare

5. Ask the students to start acting out

Assessment technique: Students sharing responses

6) Discussions about Peace LO#3 (25 minutes)

Mode: Whole class activity

Steps:

1. After the students act out, tell them that now they are going to discuss the concept of Peace; do they think that now we are living in a peaceful time? What can people do to create a better environment around them and not focus on negative things? What do they do to stay positive and not focus on the negative things happening now?

2. The teacher shares their own example as a modeling

3. Give the students 5-10 minutes to prepare

4. Ask for a volunteer to start sharing their opinion

Assessment technique: Students sharing responses

7) Wrap-up (5 min)

Mode: Whole class activity

Steps:

1. Thank the students for their active participation

2. Assign the homework

3. Goodbye

Appendix 2.3.1 Student's Book page 22

A marathon

9 Read and listen

a ▶ CD1 T13 Look at the photo story. Someone is taking part in a sports event. Who is it? What is the event? Why is Joel laughing in picture 2? Read and listen to find the answers.

1

Joel: You're not going to believe this. My dad's running in this!

Debbie: Your dad? The marathon? I didn't know he liked doing sport.

Joel: Well, he doesn't, really. He does a bit of running now and then, and he goes to the gym and that sort of thing. But there's no way he could finish a marathon.

Three days later

2

Pete: So, Joel, how did your dad do?

Joel: Hahahaha... it took him seven hours and 12 minutes.

Jess: So he finished it? That's fantastic!

Joel: Yeah, but guess what? He was slower than almost everyone in the race!

3

Pete: Still. We're talking about 26 miles here. That's an awful lot of running. There's no way I could do that!

Debbie: It would take me more than a month. And honestly, Joel, do you think you could do it?

Joel: That's not the point. It took him more than seven hours. It's so embarrassing!

4

Jess: So what? He set himself a goal, and he did it. At the end of the day, that's what matters.

Joel: Well, perhaps you're right. I've never thought about it like that, I suppose.

b Read the sentences. Find one thing that's wrong in each sentence and correct it.

1 Joel thinks his dad is enthusiastic about sports.
2 Joel's dad finished the marathon, and Joel was impressed with his time.
3 No other runner was slower than Joel's dad.
4 Pete thinks he is a better runner than Joel's dad.
5 Debbie and Pete think it's ridiculous to run a marathon in seven hours.

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Appendix 2.3.2 New Phrases

1. …that sort of thing

2. Guess what?

3. We're talking about

4. …an awful lot of…

5. That's not the point

6. At the end of the day,...

Appendix 2.3.3 Anime Naruto link: https://youtu.be/IzkOjHibD3w

Unit 2.4

Topic/Theme: He ran faster

Duration of the Lesson: 2 hours

# of Students: 8

Target language proficiency level: Intermediate Low

Prior learning related to this lesson: comparative adjectives and adverbs

Learning objectives:

By the end of the class, students will be able to:

1. LO1→ Describe a picture using the target vocabulary

2. LO2→ Write a report

3. LO3→ Draw and talk about their favorite Anime character

4. LO4→ Revise comparative adjectives and adverbs

Materials: Books, computer

References: (Puchta H. & Stranks J., *English in mind 2:* Student's book 2010)

Anticipated problems: Absences, no internet connection

Procedures:

1) **Warm up LO#1 (15 minutes)**

Mode: Whole class activity

Steps:

1. Greet the students

2. Check the homework

3. Tell the students that now they are going to see a picture and and write what they see in the picture

4. Share the screen with the picture (see Appendix 1)

5. Play classical music

6. Give the students 5-6 minutes to prepare

7. Ask for a volunteer to start

Assessment technique: Students sharing responses

2) Writing a report LO#2 (30 minutes)

Mode: Students work individually

Steps:

1. Ask the students to open the student's book page 24

2. Tell the students that today they are going to learn how to write a report

3. Explain that report is when you write about something that you have seen or observed

4. Tell the students to look at the example of report writing in their books

5. Ask the students to read the report

6. When everyone is finished highlight that in the report they should first include the general information about the topic, what interesting happened, and finally their opinion

7. Tell the students to think about any topic that they would like to write a report about

8. When everyone is ready, give the students 10 minutes to finish the task

Assessment technique: T-S feedback

3) Revision of comparative adjectives and adverbs LO#4 (20 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to revise comparative adjectives and adverbs
2. Model an example with both adjectives and adverbs
3. Tell the students to think about their 2 least and most favorite Anime characters and compare them
4. Tell the students that they need to make at least 3 comparisons between these two characters
5. Give the students 6 minutes to prepare
6. Ask for a volunteer to start

Assessment technique: Students sharing responses

4) My favorite Anime hero! LO#3 (35 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to draw and present their favorite Anime hero on a Poster
2. Explain that if some students cannot draw well, their peers should help them do that
3. Tell the students that they can divide the work between each other, some of the students can draw the heroes while others can design the poster and write information about them
4. Tell the students that for this project they will get a group grade, which means that they should not work individually, but together as a group

5. Provide the students with all the necessary materials (poster, papers, pencils, markers)

6. Tell the students to start

Assessment techniques: T-S feedback

Appendix 2.4.1 A picture to describe

For your portfolio

13 Write

a Harry's teacher asked him to write a report about a sports event. Read Harry's report and answer the questions.

1. What kind of event was it?
2. When and where was it?
3. How did the teams and players play?
4. Who scored the goals for Portugal?
5. What was the final score?
6. Did Harry have a good time? Why / Why not?

b Read Harry's report again and match the topics 1–3 with the paragraphs. Write A, B and C in the boxes.

1. What happened at the event ☐
2. Harry's opinion of the event ☐
3. General information about the event ☐

A Last Wednesday evening, I went to a football match at Wembley in London. My dad got us tickets for the game between England and Portugal.

B The match was really exciting from the start. England scored a goal after ten minutes, and they were playing brilliantly. But after half time, Portugal started to play better. Ronaldo, my favourite player, was excellent. After 60 minutes, he scored a goal, and ten minutes later he scored another one and then Portugal were winning 2-1. But five minutes before the end England scored again. So in the end they drew 2-2. I was very happy because England didn't lose!

C I think it was a great match. Both teams played really well! My dad and I enjoyed it a lot, and we were very happy because we saw some great players! After the match, we went for a pizza together. It was a good evening out.
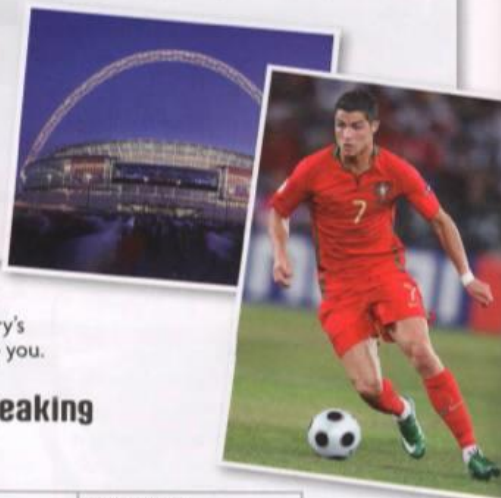
c Write a report for your school magazine about a sport event you watched in the past. Use Harry's report and the questions in Exercise 13a to help you.

14 Last but not least: more speaking

a Look at column A. Make Yes/No questions.

A: Question 1	B: Name	C: Question 2
1 you / watch sport on TV? Do you watch sport on TV?		What / watch? What do you watch?
2 you / play any sport?		What / play?
3 you / got a favourite sportsperson?		Who / be?
4 your parents / like sport?		What / like?
5 anyone in your family / play a sport well?		Who...? What / play?

b Make more questions with the words in column C.

c Ask other students the questions in A. If the answer is Yes, write his/her name in column B. Then ask the questions in column C.

d Now work in pairs. Tell your partner about the students you talked to.

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Unit 3.1

Topic/Theme: Our World

Duration of the Lesson: 2 hours

# of Students: 8

Target language proficiency level: Intermediate Low

Prior learning related to this lesson: vocabulary related to environment

Learning objectives:

By the end of the class, students will be able to:

1. LO1→ Practice environment-related vocabulary

2. LO2→ Practice the grammar structure of will will not/ might might not

3. LO3→ Practice speaking skills through acting out

4. LO4→ Discussions about environment pollution

5. LO5→ Argue for/against their peers' opinions using the target vocabulary

Materials: Books, computer

References: (Puchta H. & Stranks J., *English in mind 2:* Student's book 2010)

Procedures:

1) **Warm up LO#4 (15 minutes)**

Mode: Whole class activity

Steps:

1. Greet the students

2. Check the homework

3. Ask the students do they think they breathe fresh air in the city or not

4. Ask for a volunteer to start

Assessment technique: Students sharing responses

2) Bicycle Revolution LO#1 LO#2 (25 minutes)

Mode: Whole class activity

Steps:

1. Tell the students to open the student's book page 26 (see Appendix 1)

2. Explain that now they are going to discuss environmental pollution and how bicycles can help to reduce pollution and improve the situation

3. Tell the students to scan the text quickly and get ready for discussing it

4. When everyone is finished, ask for a volunteer to start

Assessment technique: Students sharing responses

3) Debate LO#1, LO#5 (20 minutes)

Mode: Students work in groups

Steps:

1. Tell the students that now they are going to have a debate about using bicycles instead of cars using the target vocabulary

2. Explain that the students will be divided into two groups; one group will be for using bicycles instead of cars, the other group will be against that idea

3. Divide students into two groups

4. When everyone is ready, start the debate

Assessment technique: Students sharing responses

3) Anime "My hero academia" LO#3 (25 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to watch Anime "My hero academia" (see Appendix 2)

2. Explain, that they are going to watch the ending of the cartoon, and based on that they have should make up the ending and act it out

3. Play the video

4. After watching the beginning part, give the students 10 minutes to prepare

5. When everyone is ready, the students can start acting out.

Assessment technique: Students sharing responses

4) Environmental Problems LO#1 (15 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to put the correct words in the missing places.

2. Ask the students to open the student's book on page 27 (see Appendix 3)

3. Tell the students that they need to do exercise 2C which is about environmental problems

4. Ask the students to start

Assessment technique: Students sharing responses

5) Future Predictions LO#1, LO#2 (20 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to have a discussion about what will happen in the future if we do not take care of the environment and nature

2. Model an example using will/will not, might/might not

3. Give the students 5-7 minutes to prepare

4. When time is up, ask for a volunteer to start

Assessment technique: Students sharing responses

6) Wrap-up (5 min)

Mode: Whole class activity

Steps:

1. Thank the students for their active participation

2. Assign the homework

3. Goodbye

3 Our world

* will/won't; might (not) / may (not) for prediction
* if/unless + first conditional
* Vocabulary: the environment

1 Read and listen

a Look at the photos and the title. How is Paris trying to solve its traffic problems? Read the text and check your ideas.

BICYCLE REVOLUTION?

1 Like all big cities, Paris has a traffic problem: lots of cars, lots of traffic jams and lots of pollution from exhaust fumes. So in 2007, the city began a scheme to improve the situation.

Under the Velib scheme ('Velib' comes from *vélo liberté*, or 'bicycle freedom') people can take a bicycle, use it for as long as they want, and then leave it at the same or another bicycle station. The first half-hour on the bike is free, but if you don't return it after 30 minutes, you have to pay. But it's only €1 a day or €29 a year! The bicycles are heavy (25 kg), and they are all grey and have baskets. There are about 20,000 of them in the city, and around 1,450 bicycle stations. So there are a lot more Velib stations than the 298 metro stations!

2 Paris is not the first city to have a scheme like this – not even in France, where Lyon started a 'free' bicycle scheme many years ago. And not everybody thinks it's a great idea. One Parisian said, 'These bicycles are only for short journeys. If people want to travel across the city, they won't use a bicycle – they'll still use their cars.'

3 A city spokesman said, 'The bicycle scheme won't solve all our traffic problems, of course. But it might reduce pollution levels in the atmosphere. Traffic, together with factory fumes, is a big problem. Everyone knows about global warming and dramatic climate changes – we know this is partly because rainforests are disappearing. But it's also because there's so much pollution in the world and we can help improve the situation right here. The bikes might help people to lead a healthier life, too. There aren't any simple answers to traffic problems and pollution in cities. But unless we do something now, there will be more traffic jams and temperatures will continue to rise, so the problems in our environment will get worse.'

b ▶ C01 T14 Read the text again and listen. Match the two parts of the sentences.

1 In 2007, politicians in Paris
2 People only have to pay
3 At more than 1,450 bicycle stations,
4 Some people
5 Politicians think the Velib scheme
6 If we don't change the situation,

a if they use the bike for more than half an hour.
b still use cars to travel across the city.
c might help to make the air in Paris cleaner.
d people can take bikes and leave them.
e the problem of pollution will get bigger.
f started a scheme to reduce pollution in the city.

c Discuss in groups
1 What do you think of the idea of bicycle schemes for big cities?
2 Are there any schemes to reduce pollution in your city/town?

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Appendix 3.1.1 Student's Book page 26

Appendix 3.1.2 Anime "My hero academia" episode 3 link: https://youtu.be/ELJ5ZChwA5U

Appendix 3.1.3 Student's Book page 27

2 Vocabulary

✶ The environment

a What do the underlined words from the text on page 26 mean?

(paragraph 1)

1 lots of cars, lots of traffic jams and lots of pollution from exhaust fumes

(paragraph 2)

2 it might reduce pollution levels in the atmosphere
3 factory fumes
4 global warming and dramatic climate changes
5 rainforests are disappearing
6 temperatures will continue to rise
7 the problems in our environment will get worse

b ▶ CD1 T15 Match the words with the pictures. Write 1–6 in the boxes. Then listen, check and repeat.

1 recycling	2 litter
3 ~~pollution~~	4 factory fumes
5 rainforests	6 rubbish

c Complete the sentences with the verbs in the box.

waste ~~drop~~ clean up recycle
pick up cut down pollute

1 Don't _drop_ litter. Someone has to _____ it _____ !
2 We will _____ your empty bottles. Leave them here.
3 Water is important, so don't _____ it.
4 Every year, people have to _____ thousands of tonnes of oil from beaches.
5 Factories and power stations _____ the air we breathe and our water.
6 Every year, companies _____ 78 million acres of rainforest, an area larger than Poland.

Vocabulary bank Turn to page 112.

3 Speak

a Work with a partner. Make a list of problems in the environment where you live.

There are a lot of cars, and there is a lot of air pollution.
There is a lot of litter on the streets.

b Put your list in order of how serious you think the problems are. Number 1 is the most serious. Compare your list with other pairs.

c Now make another list of things people can do to improve the environment.

I think we can use bicycles or walk for short journeys.
We can recycle our bottles and rubbish.

d Which of the things in your list do you do now?

Unit 3.2

Topic/Theme: Our World

Duration of the Lesson: 2 hours

# of Students: 8

Target language proficiency level: Intermediate Low

Prior learning related to this lesson: vocabulary related to future plans

Learning objectives:

By the end of the class, students will be able to:

1. LO1→ Practice using Future Simple tense

2. LO2→ Discuss future plans

3. LO3→ Practice the First Conditional grammar structure

4. LO4→ Discussion based on the predictions

5. LO5→ Discussion based on the Anime "Naruto"

Materials: Books, computer

References: (Puchta H. & Stranks J., *English in mind 2:* Student's book 2010)

Anticipated problems: Absences, no internet connection

Procedures:

1) **Warm-up LO#1, LO#2 (15 minutes)**

Mode: Students work individually

Steps:

1. Greet the students

2. Check the homework

3. Ask the students what are their plans for the weekend

4. Model an example "I will play with my dog this weekend"

5. Give the students 1 minute to prepare

6. Ask for a volunteer to start

Assessment technique: Students sharing responses

2) Future Simple LO#2 (15 minutes)

Mode: Whole class activity

Steps:

1. Ask the students to open the student's book page 28 exercise 4B (see Appendix 1)

2. Explain that now they need to read the sentences and write the correct answer, either will
   or won't

3. Give the students 5 minutes to finish the task

4. When everyone is finished ask for a volunteer to start

Assessment technique: T-S feedback

2) "I think you will…" LO#1, LO#2 (20 minutes)

Mode: Students work in pairs

Steps:

1. Tell the students that now they are going to play a game "I think you will…"

2. Explain that for this game they need to work in pairs

3. Explain that each student should make up 5 sentences about what they think their partner
   will do (after the lesson, tomorrow, on the weekend and etc), and the partners need to
   answer whether they will do that or not

4. Model an example: I think you will go to sleep at 10 pm. Yes, because I will have a long day tomorrow

5. Ask the students to choose their pairs

6. Give the students 6-7 to prepare

7. When everyone is ready, ask for a volunteer to start

Assessment technique: Students sharing responses

4) First Conditional LO#3, LO#4 (15 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to learn First Conditional

2. Explain that we use First Conditional when we talk about realistic possibility that might happen in the future

3. Model an example and write it on the board

4. Ask the students to think about examples and share them with the class

Assessment technique: Students sharing responses

5) Board Game LO#2, LO#3 (25 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to play a board game using the First Conditional (see Appendix 2)

2. Explain that for this game each students needs to roll the dice and according to the number they need to read the first part of the sentence

3. Model an example

4. After reading, the students need to think about the continuation of the sentence. For example S1 reads "If I go to the cinema", the other students need to share their versions.

5. Write numbers from 1-8 on the small pieces of paper

6. Ask the students to pick one piece of paper

7. Explain that the students will roll the dice according the sequence of numbers the chose

8. Start playing the game

Assessment technique: Students sharing responses

6) First Conditional exercise LO#3 (10 minutes)

Mode: Whole class activity

Steps:

1. Tell the students to open the student's book page exercise 7B (see Appendix 3)

2. Explain that in this exercise they need to put the correct forms of the verb

3. Model an example

4. When everyone is finished, ask for a volunteer to start

Assessment technique: Students sharing responses

7) Anime "Naruto" LO#5 (25 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to watch a part from Anime "Naruto" (see Appendix 4)

2. Explain that after watching the students need talk about the following questions:

   a. Did Naruto improve his skills?

   b. Why do you think Naruto predicted all the tricks that were prepared for them?

    c.   Do you think Kakashi Sensei liked Naruto's skills?

    d.   Watch the video

    e.   After watching the video, start the discussion

Assessment technique: Students sharing responses

8) Wrap-up (5 min)

Mode: Whole class activity

Steps:

1. Thank the students for their active participation

2. Assign the homework

3. Goodbye

Appendix 3.2.1 Student's Book page 28

4 Grammar

✱ will/won't, and might (not) / may (not) for prediction

a Look at the examples. Underline other examples of *will/won't* and *might (not) / may (not)* in the text on page 26. Then complete the rule.

People **will** still *use* their cars.
It **might** *reduce* pollution levels in the atmosphere.

> **RULE:** Use _____ or won't to express certainty and _____ (not) or may (not) to express possibility.

b Complete the sentences. Use *will, 'll,* or *won't* and the verbs.

1 Great! The weather man on TV says it _will be_ (be) sunny tomorrow.
2 Do you think people in the future _____ (travel) to other planets like Mars?
3 What time _____ we _____ (arrive) in New York tomorrow, do you think?
4 I love those trainers! When I get my pocket money next week, I think I _____ (buy) them.
5 Please can you help me with my homework? I promise it _____ (take) very long.

c Complete the sentences. Use *might* or *might not* and the verbs.

1 Don't give that ice cream to the cat! It _might be_ (be) sick!
2 A: Where's Alicia?
 B: I'm not sure. I think she _____ (be) at her piano lesson.
3 I don't know if this book is a good present for my brother. He _____ (like) it.
4 Don't put that glass there! Someone _____ (break) it.
5 I'm worried about my maths test tomorrow. I _____ (pass) it!
6 In the future, people will probably travel in space and they _____ (live) on other planets.
7 I feel awful. I think I _____ (have) flu.

d (Circle) the correct words.

1 Don't throw your skis away. You (might)/ might not need them later.
2 You don't need to take a jumper. It will/ won't be cold there.
3 There's a lot of traffic today. We might / might not be late for school.
4 Take your umbrella. I'm sure it will/may rain soon.
5 I have no definite plans for my holiday, but I will/might go to Scotland for a few days.
6 A: Do you think France will/might win?
 B: They will/might, but Holland are a very good team too.
7 Anne is ill, so I'm sure she may not / won't go to the party on Saturday.

5 Pronunciation

▶ CD1 T16 Turn to page 110.

6 Speak

a Work with a partner. Talk about life in the future, 100 years from now. Make predictions. Use *will/won't, might (not) / may (not)* and the topics in the box.

> Travel and transport Clothes Food
> Money Education and schools
> Sports Science
> Entertainment (TV, films, etc.) Books
> _____ [your idea]

A: *I think students will learn from home with computers.*
B: *Yes, I agree, and there might not be any teachers or schools!*

b Think of your next school year. Make notes of what you think will/might change, and of the things you think will / might not change. Compare your notes with a partner's.

A: *We'll have the same number of English lessons every week.*
B: *Yes, but there might not be the same number of students in the class.*

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Appendix 3.2.2 Board Game link: **https://www.eslkidsgames.com/esl-board-games-interactive/first-conditional**

Appendix 3.2.3 Student's Book page 29

7 **Grammar and speaking**
★ First conditional

a Complete this sentence from the text on page 26. Then complete the rule.

If people want to travel across the city, _____

RULE: Condition clause   Result clause
If + _____ *simple +* _____ */ won't.*

b Complete the sentences. Use the correct form of the verbs.

1 If I __*fail*__ (fail) the exam, I __'ll take__ (take) it again.
2 If there _____ (be) more cars on the road in the future, there _____ (be) more pollution.
3 If you _____ (see) Jane, _____ you _____ (give) her my message?
4 If pollution _____ (increase), more plants and animals _____ (die).
5 I _____ (not tell) you my secret if you _____ (not come) to Mark's party with me.
6 My parents _____ (be) really angry if they _____ (see) my bedroom!

c Complete the questions. Use the correct form of the verbs.

1 What __*will*__ you __*do*__ (do) if the weather __*is*__ (be) nice this weekend?
2 Where _____ you _____ (go) if you _____ (go) out this weekend?
3 What _____ you _____ (buy) if you _____ (go) shopping this weekend?
4 If you _____ (not go) out this evening, what _____ you _____ (do)?
5 If your teacher _____ (not give) you any homework today, what _____ you _____ (do)?
6 If you _____ (phone) a friend tonight, what _____ you _____ (talk about)?

d Work with a partner. Ask and answer the questions in Exercise 6c.

A: *What will you do if the weather's nice this weekend?*
B: *I'm not sure. I might play football with Marco.*

e Make sentences about the pictures. Use *If + will/won't*, *might (not)* or *may (not)*.

If the girl doesn't run, she might not catch the bus. or She won't catch the bus if she doesn't run.

★ *unless* in first conditional sentences

f Look at the example from the text on page 26. Then (circle) the correct answer in the rule.

Unless we do something about it now, there will be traffic jams and temperatures will rise further.

(The sentence above means: If we don't do something about it now, there will be traffic jams and temperatures will rise.)

RULE: Unless we do something = If we do / don't do something

g Match the two parts of the sentences.

1 Unless we leave now,   a unless my dad gives me some.
2 We won't understand   b he'll fail his exams.
3 I won't have any money   c unless you tell someone.
4 Unless he studies harder, d we'll be late.
5 Nobody will know our secret e unless our teacher explains.

UNIT 3   **29**

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Appendix 3.2.4 Anime "Naruto" video link: https://youtu.be/yfBLWYz0f-8

Unit 3.3

Topic/Theme: Our World

Duration of the Lesson: 2 hours

# of Students: 8

Target language proficiency level: Intermediate Low

Prior learning related to this lesson: vocabulary related to environmental pollution,future plans

Learning objectives:

By the end of the class, students will be able to:

1. LO1→ Discuss environmental problems

2. LO2→ Discuss water supplies

3. LO3→ Write a list of things for the improvement of our city

4. LO4→ Practice environment-related vocabulary

5. LO5→ Support/criticize specific Anime heroes

Materials: Books, computer

References: (Puchta H. & Stranks J., *English in mind 2:* Student's book 2010)

Anticipated problems: Absences, no internet connection

Procedures:

1) **Warm-up (15 minutes)**

Mode: Whole class activity

Steps:

1. Greet the students

2. Check the homework

3. Tell the students that now they are going to write about:

    a. 6 things they can see around them

    b. 5 things they can touch

    c. 4 things they can hear

    d. 3 things they can smell

    e. 2 things they can eat

    f. 1 thing they can drink

4. Play the music

5. Share the screen with the task

6. Tell the students to start

Assessment technique: Students sharing responses

2) Water supplies LO#2, LO#4 (15 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to have a discussion about water, water supplies, whether they are aware of the countries which do not have clean water

2. Give the students 1-2 minutes to prepare

3. Ask for a volunteer to start

Assessment technique: Students sharing responses

3) 7 facts about water LO#2, LO#4 (15 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to learn 7 interesting facts about water

2. Tell the students to open the student's book page 30 exercise 8A (see Appendix 1)

3. Explain that they need to listen to the facts and match them with the correct pictures

4. After listening and matching, ask the students what was the most interesting fact for them and why

Assessment technique: Students sharing responses

4) The daily usage of water LO#1, LO#2 (25 minutes)

Mode: Students work individually

Steps:

1. Tell the students that now they are going to share what do they use water in daily life

2. Explain that they can make a list and write for which purposes they use water

3. When everyone is ready, tell the students to share their responses with the class and compare the results with their peers

Assessment technique: Students sharing responses

5) TED Talk "Are we running out of clean water?" LO#1, LO#2, LO#4 (25 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to watch a TED Talk about clean water supplies in the World (see Appendix 2)

2. Tell the students that while watching the video they need to take notes because after they are going to share their own ideas about the ways of saving clean water

3. Play the video

4. After watching, tell the students to write 2-3 solutions that they think might be helpful

5. When everyone is ready, ask for a volunteer to start

Assessment technique: Students sharing responses

6) "Changing our city to the better" LO#1, LO#3, LO#4 (25 minutes)

Mode: Students work individually

Steps:

1. Tell the students that now they are going to think about the solutions how to change our city to the better and make it environmentally friendly

2. Explain that they need to explain how their idea can have a positive impact on our city

3. Explain that they need to write a list with 3-4 solutions and then explain them to their peers

4. Give the students 8 minutes to prepare

5. When everyone is ready, ask for a volunteer to start

Assessment technique: Students sharing responses

7) "Debate" LO#5 (25 minutes)

Mode: Students work in pairs

Steps:

1. Tell the students that now they are going to have a debate about specific Anime cartoons

2. Divide the students into pairs

3. Write the names of Anime heroes on the piece of paper

4. Tell the students to pick one piece of paper

5. Explain that one student should criticize the Anime hero, while the other one should support that hero

6. Give the students 1 minute to prepare

7. Start the debate

Assessment technique: Students sharing responses

8) Wrap-up (5 min)

Mode: Whole class activity

Steps:

1. Thank the students for their active participation

2. Assign the homework

3. Goodbye

Appendix 3.3.1 Student's Book page 30

Culture in mind

8 Listen

a ► CD1 T17 Listen to seven facts about water. Number the pictures 1–7.

Water, water – but it isn't everywhere

b ► CD1 T17 Match. Then listen again and check.

1	99%	a	of the world's diseases are caused by drinking dirty water.
2	70%	b	of the world's fresh water is in places that we cannot get to.
3	500 litres	c	of water are used by one person in the USA or Europe every day.
4	20 litres	d	of water are used by an African family every day.
5	88%	e	of all the fresh water in the world is in Antarctica.

c ► CD1 T17 What problems do some people in the world have with getting water? Listen again and check your answers.

d ► CD1 T18 Guess the answers to these questions. Then listen to an interview with an expert and check your answers.

1 What is the aim of 'SafeWater'?

2 30% of all the world's fresh water is not frozen in the polar ice caps, but we can still only get to 1%. Where is the rest?

3 How much of the total rainfall ends up in rivers? What about the rest?

4 Why isn't there as much water per person as there was 50 years ago?

9 Speak

Work in small groups. Ask and answer the questions.

1 What do you use water for in your daily life? Make a list.

2 What do people use water for in your town/city?

3 Make a list of five ways in which _you_ could save water.

4 Compare your answers with others in your class.

30   UNIT 3

Appendix 3.3.2- TED Talk link: https://youtu.be/OCzYdNSJF-k

Unit 4.1

Topic/Theme: Holiday or Vacation?

Duration of the Lesson: 2 hours

# of Students: 8

Target language proficiency level: Intermediate Low

Prior learning related to this lesson: vocabulary related to holiday and vacation

Learning objectives:

By the end of the class, students will be able to:

1. LO1→ Practice holiday-related vocabulary (cruise, museum, sightseeing, souvenir, etc.)

2. LO2→ Practice the grammar structure of question tags

3. LO3→ Practice speaking skills by cosplaying their favorite anime character

4. LO4→ Discuss different accents, analyze the difference between British and American

    accents

5. LO5→ Argue for/against their peers' opinions using the target vocabulary

Materials: Books, computer

References: (Puchta H. & Stranks J., *English in mind 2:* Student's book 2010)

Anticipated problems: Absences, no internet connection

Procedures:

1) Warm-up (Discussion) LO#1 (10 min)

Mode: Whole class activity

Steps:

1. Greet the students

2. Ask the students the following topic-based questions

   a. How do you usually spend your holidays?

   b. Where would you like to go for vacation?

   c. Where do you like to stay when you are on vacation?

   d. How often do you travel?

3. Solicit responses.

Assessment technique: Students sharing responses

2) Traveling to the USA LO#1 (15 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to discuss traveling to the USA

2. Ask the students which state in the USA they would like to visit

3. After a brief discussion, ask the students to open student's book on page 32 (see Appendix 1)

4. Explain that now they are going to have a quiz about North America

5. Tell the students that they have 5 minutes to finish the quiz

6. After the students have finished, tell them that now they need to listen to the audio and check their answers

7. Discuss the mistakes, if any ask the students whether there is something they did not know about, which fact about North America is the most interesting/informative for them

Assessment technique: Students sharing response

2) Question Tags LO#2 (10 minutes)

Mode: Working in pairs

Steps:

1. Write on the board examples with question tags

2. Explain that with positive statements, we use negative question tags, and with negative statements, positive question tags (You are a football player, aren't you? You don't have a dog, do you?"

3. Give the students prepared dialogues with question tags and tell them to act it out

4. Give the students pictures of anime characters from different anime cartoons (see Appendix 2)

5. Explain that now, in pairs, they are going to create dialogues using question tags and act out the roles of these anime characters

6. Tell the students that the best pair work will win a prize!

7. Give the students 5-10 minutes to prepare

8. Solicit responses

Assessment technique: T-S feedback, students sharing responses

4) British vs. American English LO#4 (15 minutes)

Mode: Whole class activity

Steps:

1. Give your students 1 minute to think about the word "accent" and try to explain the meaning

2. When everyone is ready, ask some students to explain

3. Give the students 2-3 minutes to discuss different accents, bring examples

4. Ask the students about the differences between British and American accents, encourage them to bring examples

5. Give the list of words to both groups (see Appendix 3)

6. Divide the students into two groups; one group will be presenting British English and the other American English

7. Ask both groups to prepare a short story using those words

Assessment technique: Students sharing responses

5) Free Wi-fi LO#3 (15 minutes)

Mode: Individually

Steps:

1. Ask the students to think about the following questions: is it necessary to have Wi-Fi connection everywhere? How can this decision harm people and nature?

2. Give the students 2 minutes to prepare answers

3. Ask for volunteers to start sharing their responses

4. Tell the students to open Student's book on page 34 and quickly scan the text about free wireless internet (see Appendix 4)

5. Give the students 5-6 minutes to scan the text

6. Tell the students to prepare a list of advantages and disadvantages of having wifi everywhere

Assessment technique: Students sharing responses

6) Debate, LO#5 (15 minutes)

Mode: Working in groups

Steps:

1. Tell the students that now they are going to have a debate

2. Explain to the students that they will be divided into two groups; one group is going to present the advantages of having free wireless wifi in Yerevan, while the other group will talk against that idea, bringing valid reasons (For example, because it can be dangerous for health because of radioactive waves)

3. Divide the students into two groups

4. Give them 5-10 minutes to prepare

5. Start the debate

Assessment techniques: Students sharing responses

7) Cosplay, LO#3 (20 minutes)

For this assignment, students need to bring with them all the necessary materials to the classroom

Mode: Individually

Steps:

1. Tell the students that they need to prepare at home and bring all the necessary materials to school

2. Assign the students in advance to get ready for the cosplay

3. Explain that they should prepare not only the clothes but also a speech (For example, "My superpower is…, I like…, My enemies are/my friends are, etc.)

4. During the lesson, give the students small pieces of paper with numbers on them

5. Tell the students to pick one piece of paper

6. Students start showing their cosplays one by one according to the numbers they have chosen

7. The student with the best cosplay and well-prepared speech can decide which anime to watch next time

Assessment technique: Students sharing responses

7) Wrap-up (5 min)

Mode: Whole class activity

Steps:

7. Thank the students for their active participation

8. Assign the homework

9. Goodbye

Appendix 4.1.1 Student's Book page 32

4 Holiday or vacation?
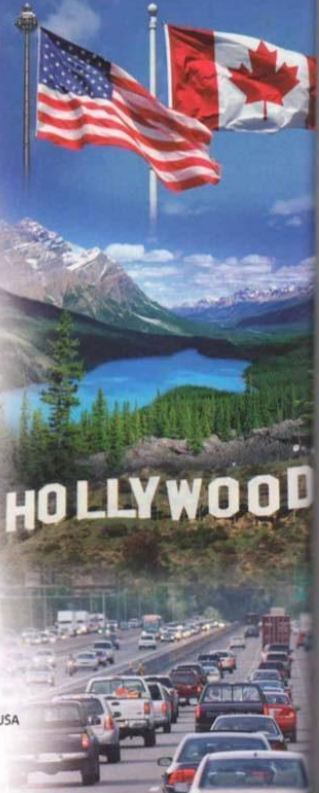
* Question tags
* Present perfect simple; *just/already/yet*
* Vocabulary: British vs. North American English

1 Read and listen

a How much do you know about North America? Do the quiz. For each question, circle one answer: a, b or c.

b ▶ CD1 T20 Morgan is going to Canada. He's talking to his Canadian friend Janie. Listen and check your answers to the quiz.

1 In land size, Canada is ... the USA.
  a bigger than   **b** smaller than   **c** the same size as

2 About ... million people live in Canada.
  a 20   **b** 30   **c** 50

3 The city in Canada with the largest population is ...
  a Vancouver   **b** Montreal   **c** Toronto

4 The city in the USA with the largest population is ...
  a New York   **b** Los Angeles   **c** Washington

5 Vancouver is in a part of Canada called ...
  a California   **b** British Columbia   **c** Alberta

6 The two most common languages in Vancouver are ...
  a English and French   **b** English and Spanish
  c English and Chinese

7 The most popular sport in Canada is ...
  a baseball   **b** ice hockey   **c** basketball

8 It's about ... kilometres from Vancouver to San Francisco.
  a 500   **b** 1,200   **c** 1,500

9 The Rocky Mountains are in ...
  a Canada only   **b** the USA only   **c** both Canada and the USA

32   UNIT 4

Appendix 4.1.2 Anime heroes pictures

Appendix 4.1.3 British vs. American vocabulary

Pants-trousers

Lift-elevator

Flat-apartment

Cookies-biscuits

Candy-sweets

Football-soccer

Subway-underground

Lorry-truck

Garbage-rubbish

Sidewalk-pavement

Closet-wardrobe

Schedule-timetable

Appendix 4.1.4 Student's Book page 34

5 Read

a Read the text quickly. Who thinks free Wi-Fi is a good idea? Who thinks it isn't a good idea?

b Read the text again. Write *T* (true) or *F* (false).

1 The city doesn't know yet if the Wi-Fi will be free. ☐
2 Vancouver is the first city to think about free Wi-Fi. ☐
3 In some cities, people pay $10 a month for Wi-Fi. ☐
4 Anna thinks she will want to write emails in her garden in the future. ☐
5 Anna thinks there is a very good bus system in Vancouver. ☐
6 Tim thinks Vancouver needs more parks. ☐

6 Vocabulary

✱ British vs. North American English

a Match the pictures with the words in the box.

pants – trousers	football – soccer
lift – elevator	subway – underground
flat – apartment	lorry – truck
cookies – biscuits	garbage – rubbish
candy – sweets	sidewalk – pavement

Vocabulary bank Turn to page 113.

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http://www.vancouver.youropinion.org

VANCOUVER: YOUR OPINION!

Should Vancouver have free wireless internet?

Vancouver is thinking about providing a Wi-Fi network for the downtown area. The city hasn't decided yet, but the network will probably be free.

What do you think of the idea? Post your comment!

It's a good idea – but I'm sure it won't be free. Other cities have already tried it and it hasn't stayed free. Most of them charge about $10 a month. But people are happy to pay because then they can use wifi in their gardens or in Wi-Fi elevators. I've already said this, but I'll say it again: Wi-Fi is a good idea, but I've never heard of a city where it's stayed free for very long.

Comment by Mike (Richmond)

I've just read Mike's post. Incredible! I don't want to write emails from an elevator or my garden! I think this is going too far. There are other things the city government could spend the money on, aren't there? – for example, more sidewalks or a better bus system.

Comment by Anna (Burnaby)

I agree with Anna. A lot of people have already bought Wi-Fi for their homes – they don't need it in the street, do they? Spend the money on other things, things for teenagers! The city hasn't built enough schools or parks yet.

Comment by Tim (Ladner)

	Britain	North America
1	trousers	pants
2		
3		
4		
5		
6		
7		
8		
9		
10		

b ▶ CD1 T22 Write the words from Exercise 6a in the correct list. Then listen to Morgan and Janie and check your answers.

34 UNIT 4

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Unit 4.2

Topic/Theme: Holiday or Vacation?

Duration of the Lesson: 2 hours

# of Students: 8

Target language proficiency level: Intermediate Low

Prior learning related to this lesson:

Learning objectives:

By the end of the class, students will be able to:

1. LO1→ Practice the Present Perfect Tense

2. LO2→ Talk about their daily routines, things they have recently done

3. LO3→ Develop listening skills and enrich vocabulary by watching a TED Talk

4. LO4→ Discuss technological progress

5. LO5→ Practice listening and speaking skills through anime

Materials: Books, computer

Anticipated problems: Absences, no internet connection

Procedures:

 1) Warm-up "Revision" LO#1 (10 minutes)

Mode: Whole class activity

Steps:

1. Greet the students

2. Check the homework

3. Ask the students questions using Present Perfect (Where have you traveled? Where is the best place you have ever been? What is the craziest thing you have done?)

4. Give the students 20 seconds to think

5. Ask for a volunteer

Assessment technique: Students sharing responses

2) Listening and Speaking Activity LO#2 (15 minutes)

Mode: Whole class activity

Steps:

1. Ask the students to open student's book on page 35 (see Appendix 1)

2. Explain that now they are going to listen to a conversation about Dan's holiday and tick the things he has already done

3. After finishing the exercise, ask the students to share with the class the things they have done recently and what do they usually do during the day

4. Give the students 1 minute to prepare

5. Ask for a volunteer to start

Assessment technique: Students sharing responses

3) Watching a "TED Talk" LO#3 (15 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to watch a TED Talk about technological progress and "The future of an immersive Metaverse" (see Appendix 2)

2. Ask the students to brainstorm and share their thoughts about the topic; what will be discussed in the video?

3. Play the video and ask the students to listen and watch the video

Assessment technique: Students sharing response

4) Discussion "Technological Progress" LO#4 (15 minutes)

Mode: Whole class activity

Steps:

1. After watching the TED Talk, tell the students that now they are going to have a discussion based on the video

2. Ask the students what can be the advantages and disadvantages of technological progress; what is the greatest technological invention in their opinion

3. Give the students 5 minutes to prepare

4. Ask for a volunteer to start the discussion

Assessment technique: Students sharing response

5) Anime "Naruto" (25 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to discuss motivation

2. Ask the students to share what motivates them when they want to give up

3. After the discussion, tell the students that now they are going to watch a video where Naruto shows on his example how not to give up (see Appendix 3)

4. Play the video and ask the students to watch attentively, because later they will retell each other what makes Naruto motivated

5. After watching the video, ask the students to share what they have just learned about

Assessment technique: Students sharing responses

7) Wrap-up (5 min)

Mode: Whole class activity

Steps:

10. Thank the students for their active participation

11. Assign the homework

12. Goodbye

Appendix 4.2.1 Student's Book page 35

Appendix 4.2.2 TED Talk link: The future of an immersive Metaverse | Artur Sychov | TEDxUNYP

Appendix 4.2.3 Naruto's motivational speech link: Naruto Speech - (Naruto)

Unit 4.3

Topic/Theme: Holiday or Vacation?

Duration of the Lesson: 2 hours

# of Students: 8

Target language proficiency level: Intermediate Low

Prior learning related to this lesson:

Learning objectives:

By the end of the class, students will be able to:

1. LO1→ Practice holiday-related vocabulary

2. LO2→ Practice writing skills through email writing

3. LO3→ Practice collaborative work and poster making

4. LO4→ Analyze and discuss the main ideas of the episode from the cartoon

5. LO5→ Use the target language based on the context

Materials: Books, computer

Anticipated problems: Absences, no internet connection

Procedures:

1) **Warm-up: "Describing a picture" LO#5 (15 minutes)**

Mode: Whole class activity

Steps:

1. Greet the students

2. Check the homework

3. Tell the students that now they are going to listen to a melody and look at the picture (see Appendix 1)

4. Explain that after they should talk about that picture and describe it

5. Play the melody and show the picture

6. Call the students by their names and ask them to share their thoughts

Assessment techniques: Students sharing response

2) "Poster Presentation" LO#1, LO#3 (20 minutes)

Mode: Whole class activity

Steps:

1. Ask the students what their dream holiday place is

2. Ask for a volunteer to start sharing about their dream holiday place

3. When everyone is finished, give the students pieces of paper

4. Tell them to make a poster and write about that place (why do they like that place so much, what they would like to see, etc.)

5. Give the students 15 minutes to make a poster

6. When everyone is finished, call the students by their names and ask them to present

Assessment technique: Students sharing responses

3) "Reading and speaking activity" LO#1, LO#5 (10 minutes)

Mode: Whole class activity

Steps:

1. Tell the students to open student's book on page 38 (see Appendix 2)

2. Explain that they need to read the email from Chris, who writes about his vacation

3. Tell the students to read the text and underline the unknown words

Assessment technique: Students sharing response

4) "Anime Spirited Away" LO#4 (25 minutes)

Mode: Whole class activity

Steps:

1. Tell the students that now they are going to watch a small part from anime cartoon, "Spirited away," (see Appendix 3)

2. Explain that after watching the episode, the students should answer the follow-up questions:

a. Why do you think they were hiding from the creatures?

b. What do you think happened after?

3. Watch the video

4. After watching, ask the students to read and answer the questions

Assessment technique: T-S feedback, students sharing response

5) "Email writing" LO#2 (20 minutes)

Mode: Pair work

Steps:

1. Tell the students that now they are going to write a similar email to their favorite Anime Hero

2. Tell the students that the emails will be peer checked, which means that they will check each other's emails (with the help of the teacher if needed)

3. After checking the emails, the students should give feedback (including both the pluses and minuses)

4. Give the students 10 minutes to write the letter

5. If needed, help the students with giving feedbacks

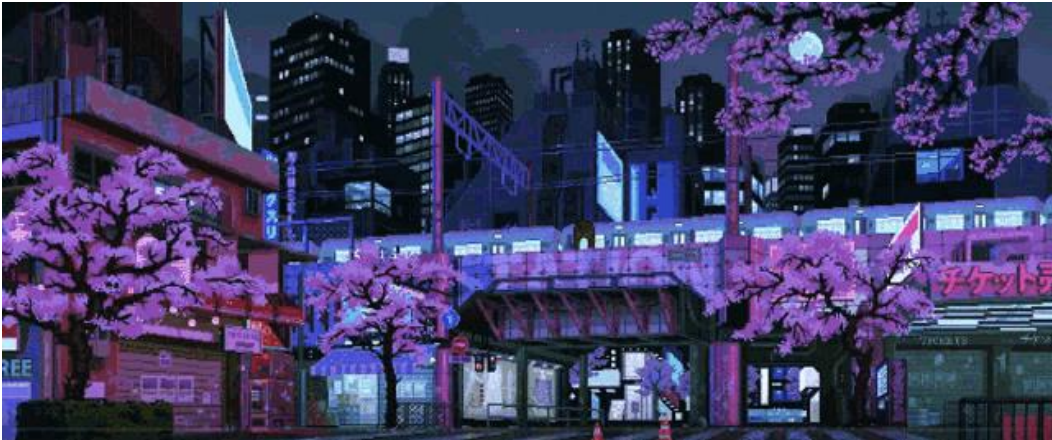**Assessment technique:** Students sharing responses in pairs

6) Wrap-up (5 min)

Mode: Whole class activity

Steps:

1. Thank the students for their active participation

2. Assign the homework

3. Goodbye

Appendix 4.3.1 Picture to describe link: https://pin.it/2Z9ARuX

Appendix 4.3.2 Student's Book page 38

14 Write

a Read the email from Laura to Chris. Answer these questions.

1 Which cities has Laura already visited?
2 Where did she go yesterday, and what did she think of it?
3 Has she visited the Golden Gate Bridge yet?
4 Has she been on a tram yet?
5 What has she bought as a present for Chris?

b Now answer these questions.

1 How does Laura begin her email?
2 How does she finish the email?
3 Laura thinks of something more to say after she writes her name – how does she begin this?

c Imagine you are on holiday in a city. Choose one of the cities in the box (or a different city).

New York   Rome
London   Rio de Janeiro
Paris

Write a similar email to an English-speaking friend. Tell him/her what you have and haven't done. Use Laura's email to help you.

For your portfolio

Hi Chris

How are you? Thanks for your email – I read it yesterday.

So, here I am in California – and I'm in an internet café in San Francisco, writing to you!

We've had a great time so far. We've been to San Diego and Los Angeles, and San Francisco is the last stop on our holiday (whoops! sorry, they say 'vacation' here!) It's a great place and the weather's been beautiful. We've already done lots of things. Yesterday we went to Alcatraz prison – really interesting! We haven't been to the Golden Gate Bridge yet, but of course I've seen it from the city. Oh, but we've already travelled on one of the streetcars (trams) here – it was wicked!

Well, it's time for dinner. We've already decided that we're going to eat Mexican tonight – I can't wait!

Hope everything's OK with you – write again soon, OK?

Love,

Laura

PS I've already bought your present – an SF Giants baseball cap! Hope you like it!

15 Last but not least: more speaking

Work in pairs. Student A – look below. Student B – turn to page 126.

Student A

a Look at the sentences below. In sentences 1–5, you can see the correct answer. In sentences 6–10, (circle) what you think is the correct answer.

1 The capital of Canada is Ottawa/Toronto.
2 The biggest lake in the world is in Canada and the USA / Canada.
3 American football / Basketball is the most popular sport in the USA.
4 About 5%/10% of people in the USA speak Spanish as their first language.
5 The singers Avril Lavigne and K. D. Lang are Canadian/American.
6 Canada is the second biggest / third biggest country in the world.
7 There are 50/51 states in the USA.
8 About 200 million / 300 million people live in the USA.
9 Alaska is part of Canada / the USA.
10 The singers Mariah Carey and Cher are Canadian/American.

b Now work with Student B. Check your answers for sentences 6–10. Help Student B check his/her answers for sentences 1–5.

Canada is the second biggest country in the world, isn't it?

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Appendix 4.3.3 Anime "Spirited Away" link: https://youtu.be/70NhEBzLKU8

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