**CLIL: Your lesson plan**

-------------------------------------------------------------------------------------------------------------------------------

| Topic/Lesson Title: Aphrodite ‘s rock -the Republic of Cyprus /Paphos /Pygmalion  |
| --- |

| Aims/Goals or SWBATs (Students will be able to......)* Recognize and use correctly the words referring to famous landmarks of a country
* Speak about a famous tourists destination in the Republic of Cyprus
* Write a short paragraph as a presentation advertising a famous holiday destination
 |
| --- |

| Age group: 15-16 |
| --- |

| Level: B1+ |
| --- |

| Time (Lesson duration): 50’ |
| --- |

| Materials: Projector, laptop, handouts  |
| --- |

| Lead-in *What’s going to happen here to introduce your students to the topic?* Time \_\_\_7’\_\_\_The teacher will introduce the topic of the lesson by having students play a short game of speed dating. The aim of the game is to help students focus on the topic.**PROCEDURE** * students are asked to form two equal rows, facing each other . One of the rows will be ‘’movin”while the other will stand still. The teacher will ask a question ( for instance “which is the best holiday you have ever had?”, “which is the furthest place you have ever been”?, “do you prefer to go on a package holiday or organize things by yourself ?” , etc). Students talk to the person facing them and when the teachers gives the signal, the first in the moving row goes to the end of the row and the others move “one person further “.the game can continue until the first person of the moving row has got back to the place he/she started from. (Depending on the number of students and how much time can be alotted to this activity.
 |
| --- |

| *What can students predict or do to get started with the lesson?* Time\_\_\_3’\_\_\_The teacher can elicit a few answers from the students and get feedback on what they think they are going to tackle in the lesson  |
| --- |

| *What vocabulary could teachers focus on? What needs to be pre-taught?* Time \_5’ \_Fortress, tombs , ancient , ruins, pebbles, sea, landmarks ,pristine beaches, rugged coastlines , mouth watering dishes, sample local cuisine etc * The teacher will ask students to work in pairs and match the following words to their explanations (two column hand out )
* Students help each other complete the handout
* Teacher checks together with the class, making sure the students understand the key words they are going to need for the writing /production part
 |
| --- |

| *What kinds of texts can students* ***listen*** *to or* ***read*** *to deepen their knowledge?* Time \_\_10 ‘* The teacher will tell the students they are going to see a video about one amazing holiday destination (he/she can have students guess where Paphos is ). During the listening activity (the teacher will play half of the video )the students will have to fill in the missing /blanked words in the text (preferably adjectives referring to the place advertised.

<https://youtu.be/jl3VuFxBks4?si=5UKduSD-tCWXPZma> (being a long video it can be edited or only fragments should be played ) -top three destinations * Students listen and complete and check in small groups

 Students will be provided with a transcript of the listening text |
| --- |

| *What kinds of questions can students answer from the* ***listening*** *or* ***reading****? How many should they answer? What should they notice or analyze?* Time \_\_\_5’\_\_* Students can answer comprehension questions regarding the text they listened to or they can be asked to say which of the places mentioned in the video
 |
| --- |

| *What will students* ***speak*** *about in pairs or in small groups?* Time \_\_10’\_\_\_students can discuss what are the reasons certain places are so attractive, what are the attractions which make a place worth visiting, why is Cyprus such an interesting place to visit? |
| --- |

| *What will students* ***write*** *about during class time or for homework?* Time \_\_10\_\_\_students will write a leaflet advertising one of the places they have seen in the video, trying to be as creative as possible. they will include the place, what are the main attractions, prices for different activities, open hours, etc.  |
| --- |

| *What are other follow up (or homework) activities that can be included?*These leaflets can be done in pairs or groups of three and on A3 type of pages and after they have finished a short exhibition can be held. In the end, the best leaflet will be chosen.  |
| --- |

| Other thoughts about this lesson plan:students can work on an itinerary, which connects some of the most iconic places in Cyprus.  |
| --- |

### Worksheet: Vocabulary & Meanings

| **Word/Phrase** | **Definition (Mixed Up)** |
| --- | --- |
| **Fortress** | A burial place, often for important historical figures. |
| **Tomb** | Small, smooth stones commonly found on beaches or paths. |
| **Ancient** | A structure built to protect a place from invasion. |
| **Ruins** | An area where remnants of old buildings still stand. |
| **Pebbles** | An old, historical, or very aged place or object. |
| **Sea** | A rugged, natural area where land meets the ocean. |
| **Landmarks** | Beautiful shores with clear water and clean sand. |
| **Pristine beaches** | Natural or human-made sites that are well-known. |
| **Rugged coastlines** | A large body of saltwater covering much of the Earth. |
| **Mouth-watering dishes** | The act of trying different types of local food. |
| **Sample local cuisine** | Delicious meals that make you eager to eat. |