

## **4.4) “Fox Hunting” lesson plan**

**Age:** 15 – 19

**Level:** upper intermediate

**Materials used:** photographs of fox hunting events (1) ; a copy of *Parliament brings end to 700 years of hunting* article from *The Guardian* (2); strips of paper with key vocabulary (3); strips of paper with questions referring to the article (4); strips of paper with issues that should be mentioned during discussion (5); dictionaries

**Group Size:** ca 15 learners

**Lesson length:** 45 minutes

**Aims:** to improve reading for gist; to improve speaking fluency; to foster students' intercultural awareness by presenting them with a shocking sport;

### **Classroom procedure**

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| 1. The teacher shows (1) photographs of fox hunting events and asks what the pictures depicts. When students have run out of ideas, the teacher gives brief information about fox hunting in Britain and the idea behind it.   | <b>Interaction:</b><br>T -> S -> T<br><b>Time:</b><br>8 minutes |
| 2. Students work in pairs. Each pair is given the key vocabulary exercise (3). Learners are asked to do the exercise, using dictionaries if necessary. When done, students read out their answers.                             | <b>Interaction:</b><br>S -> S -> T<br><b>Time:</b><br>8 minutes |
| 3. Students work in pairs. They are provided with a copy of the article (2) and referring questions (4). Learners are asked to quickly find the necessary information in the text. When done, students read out their answers. | <b>Interaction:</b><br>S -> S -> T<br><b>Time:</b><br>6 minutes |
| 4. The teacher asks a few students to quickly summarize the article in their own words to make sure that learners reckon the idea behind it.   | <b>Interaction:</b><br>S -> T<br><b>Time:</b><br>6 minutes      |

5. Students are divided into two groups: pro-hunting and anti-hunting group. The two groups sit opposite each other. The teacher writes down a topic for the discussion on the blackboard: *Should fox-hunting be made illegal?* Each group receives a piece of paper with enumerated issues (5) they should take into consideration in discussion.  
The teacher controls the discussion by giving voice to particular students.

**Interaction:**  
S -> S

**Time:**  
12 minutes

6. When the discussion is finished the teacher draws students' attention to the most frequent errors they have made by writing them on the blackboard and correcting them.

**Interaction:**  
T -> S

**Time:**  
5 minutes