Study in the UK  
The lesson plan of a class aiming at familiarising high-schoolers with the topic of studying in the UK / at a British university

# Target group:

# high school students about to choose their further educational goals;

# min. B2 level of proficiency to allow the proper level of understanding materials and smooth participation in discussions and activities (this is also the average entry level at UK universities).

# Objectives:

# to provide an overview of the UK and its countries;

# to show students why they might want to consider studying in Great Britain;

# to spark interest in British educational opportunities among students;

# to expand students’ vocabulary in the topic of education and daily life abroad.

# Materials:

# attached slides entitled “Study UK presentation”;

# external materials listed in the proceedings section.

# Proceedings of the class

Abbreviations used: Ss – students, T – teacher.

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| --- | --- | --- | --- | --- | --- |
| Time | Pattern of work | Stage | Teacher’s procedure | Students’ procedure | Comments |
| 3’ | Whole class teaching | Introduction to the lesson, warm-up, pre-speaking | T welcomes Ss, refers to what has been done earlier (suggested area: education, studying), introduces the topic of the class, elicits potential vocabulary Ss know in the area | Ss listen and contribute, can be asked about known vocabulary related to the topic |  |
| 5’ (8’) | Work in pairs, whole class | Speaking exercise | T gives instructions to the exercise – answering the questions of students plans/further educational paths after high school. Then elicits a couple of answers. | Ss work together, talk in pairs about their plans and choices for future. | T should move around class and listen. If Ss are not motivated to speak about their plans, T may ask them about other people – e.g. their older members of family. |
| 25’  (33’) | Whole class teaching, elements of lecture | Main content class | T shows the slides, provides information about the contents – as T discusses the slides, T asks Ss to share their opinions, focus on similarities and differences to living/studying in source country (speculation). T decides if all or selected slides should ne presented | Ss listen to T and see the materials, are encouraged to comment, ask questions, notice suprising information | To get the bigger picture, apart from the slides, T may look at the information at website: <https://study-uk.britishcouncil.org/> |
| 5’  (38’) | Whole class interaction with elements of smaller group discussion | Brainstorming  task | T asks Ss questions – *Would you like to study in the UK? Why/Why not?* *What do you think would be best experience about it? What would you fear/What would main challenges be?*  T invites Ss to refer to what they learnt about studying in the UK in class | Ss together with T brainstorm what they like most/feel about studying/living in the UK |  |
| 5’  (43’) | Whole class interaction with elements of smaller group discussion | Listening (audio-visual) task | T plays short clips in which international students in the UK talk about what it is like to study in the UK (clips by Siqi, Panja, Ezichi & Rishabh), invites the comparison of the perspectives | Ss listen, process the utterances and comment, comparing their perspective with the ones presented by students in the clips | Clips available at: <https://study-uk.britishcouncil.org/why-study/student-life> |
| 2’ (45’) | Whole class | Conclusion | T sums up the lesson – reminds what has been done, makes final remarks | Ss contribute to reviewing the main points of the class |  |

Homework/extention idea:

Students may be asked to write a short for and aggainst essay of matura type on the topic below based on the materials used in the class:

*Studiowanie za granicą może dostarczyć wspaniałych doświadczeń, ale czasami nie jest łatwe. Napisz rozprawkę opisującą zalety i wady studiowania w Wielkiej Brytanii.*