**Plan**

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| **Unit:**  In the City | | **School:** | | | |
| **Date:** | | **Teacher:** | | | |
| **Grade:** | | **Number present:** | | **absent:** | |
| **Theme:** Places in the city | | | | | |
| **Type:** Introductory Lesson:new theme (45 min) | | | | | |
| **Learning objectives that this lesson is contributing to** | | 7.L7 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres  7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  1.S3 pronounce familiar words and expressions intelligibly  1.UE11 use there is / there are to make short statements and ask questions | | | |
| **Lesson objectives** | | * enrichment of vocabulary on the theme * improvement of listening skills * development of attention and analytic thinking * *There is/There are* grammar revision | | | |
| **Criteria** | | * “Bingo” Game (2 points) * Listening Task#1 (8 points) * Listening Task#2 (8 points) * “City Map” Task (4 points) | | | |
| **Cross curricular links** | | - | | | |
| **ICT** | | Computer, projector, MP3 player | | | |
| **Plan** | | | | | |
| **Planned timing** | **Teacher’s actions** | | **Students’ actions** | | **Assessment** |
| Beginning (11 min)  3 min  3 min  5 min  Middle (28 min)  6 min  6 min  6 min  4 min  6 min  End (6 min)  3 min  2 min  1 min | **Greeting.**  **Organization Moment.**   1. Number of absent students. 2. Setting the general theme (unit theme), aims and criteria of the lesson.   **Lead-in task 1 “Related Pictures”**  The teacher displays the slide with some pictures and asks students to guess the theme of the lesson saying what unites the pictures.  **Lead-in task 2 “Brainstorm”**  The teacher asks students to brainstorm a list of places in a city.  **Vocabulary: “Bingo” Game**   * The teacher distributes the cards with definitions and displays the pictures to the definitions on the screen.   **Listening**   * The teacher asks students to listen to the recording and write the places where the people are. Then the teacher tells students to swap their copybooks with their partners. The teacher displays the correct answers on the screen, students check each other. * The teacher asks students to listen to a teenager describing his town and complete the sentences with *there is/there are* or *there isn’t/there aren’t*. Then the teacher distributes the Voting cards and asks students to raise a Green card for each affirmative sentence and a Red card for each negative sentence. The teacher displays the correct answers on the screen. * The teacher reminds students the words/phrases of location and directions. * The teacher distributes the copies with a city map. The teacher starts an interactive task, asks students to listen to the directions, follow them and find the place of destination. Then the teacher presses a button ‘check’ and students check and assess themselves.   **Conclusion**   * The teacher puts the marks/points for the lesson according to the criteria. * The teacher comments on the students’ answers/activity during the lesson.   **Students’ feedback**  The teacher distributes sheets of paper and asks students to write as many words/phrases as they remember from the lesson.  **Home Task**  Make a list of places in a town (15 items) | | Students name the pictures they see on the slide, say what unites them and guess the theme of the lesson.  Students brainstorm a list of places in a city.  Students say ‘Bingo’ if they have a definition to the displayed picture.    Students listen to the recording and write the places where the people are. Then students swap their copybooks with their partners, see the correct answers on the screen, and check each other.  Students listen to a teenager describing his town and complete the sentences with *there is/there are* or *there isn’t/there aren’t*. Checking the task students raise a Green card for each affirmative sentence and a Red card for each negative sentence.  Students remember the words/phrases of location and directions. They put down notes if it is necessary.  Students work with a city map. They listen to the directions, follow them and find the place of destination. Then they watch the correct answers, check and assess themselves.    Students are distributed sheets of paper. They write as many words/phrases as they remember from the lesson.  Students write down the home task. | | Frontal-Individual  Assessment  (2 points)  Descriptors/Peer-Assessment  (8 points)  Voting/Frontal-Individual  (8 points)  Self-Assessment  (4 points) |