**Name**  Lilia Pavluchenko

**Lesson** Plan

**Grade**  10th form

**Topic:** Would you die if you lost your mobile phone?

**Objectives:**

* to practice using vocabulary and using Conditional sentences for expressing students’ thoughts;
* to develop speaking, writing, listening and reading skills for communicating in topic;
* to develop sub-skills: vocabulary, grammar, pronunciation, spelling

**Learners outcomes:**

by the end of the lesson students will be able :

* to recognize and to understand the words of the topic;
* to identify the gist and some details;
* to express own opinions and to exchange with the classmates;
* to make a poster “ I would not die if I lost my mobile phone because...”

**Timing:**  45 minutes

**Aids/materials:**

* English, 10 form, O. Karpiuk
* Handout 1 – exercise for training vocabulary (for reading and writing);
* Handout 2 - exercise for doing survey (for listening and writing);
* Handout 3 – exercise for matching (for speaking)
* Handout 4 – assessment keys
* video made by teacher with recording of students stories;
* a big list of paper for making a poster where there are words in the center “I would not die if I lost my mobile phone because....

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| **Time/min** | **Stage** | **Activity** | **Aids/materials** | **Mode** | **Purposes** |
| 1  2  3  3  10  10  3  4  4  2  1  2 | Lead-in  **Vocabulary work.**  Conclusion | **Warm-up**  **Greeting**  Teacher greets the students  Students greet each other  Teacher names the topic of the lesson , objectives and writes the problem question on the blackboard  «Would you die if you lost your mobile phone?»  Students ask and answer the questions  1.Do you access the Internet with your computer?  2. Can you access the Internet from your home?  3.What is your favorite “news” site?  4.What Internet sites do you visit regularly?  5.Are you good at using a computer?  **Revising**  Checking students homework  **Reading and writing**  Teacher asks students to match words with their definitions  After writing students read the definitions of the words and teacher correct them if it needs  **Listening**  **Pre-listening activity**  **Eliciting**  **listening and speaking**  Teacher says some sentences  If I broke my mobile phone I would be upset.  If I did not know how to work with the sites I would ask my workmates.  Teacher asks students to say the same ones  After training grammar teacher asks a problem question:  Would you die if you lost your mobile phone?  Would you die if you broke your computer or IPhone?  **While-listening activity**  **Listening and writing**  Teacher proposes to listen to the stories of different young people from different countries about their attitude to the communication devices  Teacher splits students into groups (four or five students in each one)  Students will listen to stories of five persons . After each story students have to do a survey  **Post-listening activity**  **Speaking and listening**  **Group work**  Teacher gives students five young people opinions from the video written on the paper and asks to decide whose are they.  **Presentation Speaking**  Each group has to speak about one person from the video  Anticipated answer  I think Sergei from Ukraine could say those words “I can't live without my iPod. I take it anywhere I go” . I think so because Sergei spoke about iPod, he said even the Queen Elizabeth liked it.  Teacher gives a task for each group to create a list of 3 the most important for students communication devices and technologies and explain why they are the most important. Students must answer the problem question: would they die if they lost their favorite device  Students work in group  Teacher circulates through the classroom and helps students  **Presentation**  **Speaking**  Groups present their opinions  **Anticipated answers**  Our group believes that mobile phone, computer and Vkontakt are the most important communicative technologies. We can use them every day. We can communicate with people, receive and send messages, we can find material for lessons, information, pictures quickly. But nobody in our group would not die if we lost our mobile phone or if we broke it. Our life is a treasure and it is more important than the phone or computer and something else.  **Summary**  **Writing**  Teacher proposes students to make a poster  On the blackboard there is a list of paper with the words in the center “ I would not die if I lost my mobile phone because...”  Students have to write their opinion  **Homework**  to write essay “Would you die if you lost your mobile phone”  **Assessment** | HO 1  video  HO 2  HO 3  HO 3  HO 2  HO-1  HO 2  HO 3  poster  Key | T-S-s  S-S  T  Pairs  S-s  T  S-S  T-S-s  T-S-s  S-s  in group  one student from the group  T-S-s  in group  T-S-s  one student from each group  each student | -to create a friendly atmosphere;  - to organize students;  - to focus students attention on the topic of the lesson;  - to involve students into work  - to involve S-s into English speaking;  - to revise the lexis  - to use the words and word  -combinations in speaking correctly at the lesson    - to remember the forms of the conditional sentences;  - to engage students to use correct grammar forms;    - to make students to think how important to them their communicative devices  - to develop listening skills and sub- skills: vocabulary, pronunciation, grammar  - to organize the students communication;  - to teach students to help each other  - to give opportunity to identify the gist and the details of the stories;  - to know the attitude of the different young people towards the communication technologies;  - to help students to understand the video recording;  - to teach students to find key-words for understanding of the video material  - to practice in speaking  - to practice speaking, vocabulary, spelling, pronunciation;  - to teach students demonstrate their opinion;  - to practice speaking  - to understand that our life is important |