**Theme**: Description of photos.

**Objectives**: develop speech skills and students' skills;

* + teach students to describe photos;
  + develop skills in making sentences;
  + update the vocabulary on the topic;
  + train reading skills, ability to communicate in English;
  + consolidation of grammatical material ;

- improving the search skills and abilities of students;

- activating skills of individual work, work in pairs and small groups;

- keep lesson challenging by enjoyable.

**Necessary equipment**: word (flashcards)

Pupils **New Challenges 2**

Workbook **New Challenges2**

Recorder

Table

Posters

Multimedia board

**Type of lesson**: combined lesson

***Procedure***

1. ***Organizing a lesson. Greetings*.**

*(The teacher greets the students and organizes the class for the work. She announces the topic of the lesson.)*

**Teacher:** Hello everyone! Hello boys and girls! How are you?

**Teacher:** So, would you be so kind to turn left, turn right to your neighbour, shake your hands with each other and say the same:” Nice to meet you” and answer “Nice to meet you too” Please do it!

*(Two students shake each other’s hands) .*

**Teacher:** What a lovely day today! We have a special lesson today. Some people come to us, but don’t be afraid. Be brave. You are the best. Let’s start. The theme of our lesson is “Description of photos” we shall train how to describe objects and photographs.

1. ***Phonetic warm- up*.**

*For the phonetic warm-up the teacher presents sound [ ai],[i:],[i].*

*The students try to repeat the words paying attention to the pronunciation. Write three column headings on the board.*

**Teacher:** What are the sounds of the underlined letters in these words?

*(Students write the words in the correct column).*

|  |
| --- |
| Right teacher visit like women team T-shirt history interesting English she shy middle die try decide people Christmas |

*(Students work individually or in pairs****.*** *After checking answers, ask students to say the words. Check their pronunciation and intonation.)*

**Listening** *(Students listen and repeat the sounds).*

**Twister**

***An annoying noise annoys oyster.***

*(Students read it using different emotions.)*

1. ***Warming up***

*(Check that students understand the Key Expressions)*

|  |
| --- |
| * **Key Expressions** * At the top….. * At the bottom…. * On the left side…. * On the right side… * In the background….. * In the foreground… * In the top left-hand corner… * In the top right-left corner… * In the bottom left-hand corner…. * In the bottom right-hand corner…. |

**IV*. Activating vocabulary*.**

**(***Students revise the material from the previous lesson.)*

***V. Checking homework*.**

*(Ask students what they remember about their home task)*

**Teacher:** Let’s check your home task. What was your home task for today?

*(Students have prepared the descriptions of their family tree)*

**VI*. Introduction of a new topic.***

*(The teacher explain the procedure of a lesson)*

**VII*. The main part*.**

**Speaking!** ****

*(The students look at the photo on the multimedia board and describe it)*

**Teacher:** Look at the picture and tell me please.

**1.** Who is on the picture?

**2.** What are they doing?

**3.** Who is the woman?

**4.** Who are these children?

**5**. What can you see in the background of this photo?

**6**. Do you like this atmosphere?

**A group work.**

(*There are three groups. The students can see a plan on the screen, they will describe photos which they have on their desks. Students work in groups, talking about their photos and asking and answering questions.)*

**Teacher:** While talking remember to speak about….

1. *Where and When the photo was taken?*
2. *What/Who is in the photo?*
3. *What is happening?*
4. *Why you keep this photo in your album?*
5. *Why you decided to show this picture to your friend?*

**Teacher:** Imagine that these photos are from your photo album.





**Work in pairs.**

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*(Group students in pair, one student is Student A and the other is Student B. Read the example question to the class. Elicit another question from Student A and one from Student B. Students then work in pairs. Check answers by asking students to make five sentences about the differences).*

**More time.** *(Extra activity)*

*(If there is still time before the end of the lesson students will watch video from Canada, after watching they do some tasks.)*

**VIII*. Summing up*.**

**Teacher:** Student, what did we do on the lesson?

At this lesson you have learnt how to describe photos.

**IX*. Evaluation*** *(give your clear arguments)*

**Teacher:** What we spoken about?

*(students tell what they have learnt from the lesson).*

**Teacher:** You worked very hard. I’ve organized a group work, an individual work and another interesting activities. You have learnt how to describe different kinds of photos. I want you to enjoy learning new things. I don’t want you just to learn because that’s what you have to do when you are at school. I want you to learn **to love learning**

**X*. Homework*.**

Thank you for the lesson. Thank you for attention. That all for today. Be happy all the time. Now you’ll get your points.



*Look at us. I’m very happy that I have such clever students. Our group is hard-working, creative, active, flexible and little bit noisy. My dear students you must remember that* ***Top Marks Are Nice, but KIDNESS matters Most.***