**Lesson Plan Procedure**

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| **Stage** | **Procedures** | **Aims** | **Timing and Interaction** |
| **Greeting** | *T and Ls greet each other.* | * to greet the Ls | T –Ss  1 |
| **Lead-in.**  **Context set up.** | *T shows a magnet tulip. And tells that she`d like to visit the Netherlands to experience the beauty of tulip fields in blossom.*   * Think of *three* places you would like to visit in your lifetime. * Work in pairs and tell each other why they are interesting to you and what do you hope to experience here.   *T sets the topic of the lesson and adds that to talk about it Ls need to learn some vocabulary first.* | * to generate interest in the of target language * to set the context for the lesson | T –Ss  4 min |
| **Test 1.** | *T points to the collocations on the board and elicits why some of them end in* –ic *while other in* – ical.  *After some suggestions having been made T divides Ls in groups of four and Ls get 2 sets of paper stripes with the phrases. T asks Ls to match the words with the definitions. T gives instructions, checks them with ICQs and sets the time limit.*   * Do you work in pairs or in groups? * How many students are there in your group? * What do you do with the sets of stripes? * How much time do you have for this?  |  |  | | --- | --- | | a 200-year-old **historical** building | refers to something that took place in the past, regardless of importance | | a **historic** meeting | refers to something that is very important or significant | | a **classic** dark blue skirt | means ‘high quality’ | | **classical** and modern ballet | refers to the culture of the past and to art forms which belong to a long formal tradition | | the **economic** forecast | means ‘related to trade, industry or money’ | | **economical** hybrid cars | means ‘not using a lot of money’ | | a **politic** manager | means tactful, clever; acting in one's own interest in an group or community | | the **political** agenda | refers to the politics of running a government | | a **comic** book | funny and making you want to laugh | | a **comical** face | funny in a strange or silly way | | * to introduce the target language * to ascertain what language Ss know and what they don`t know | S-S  6 min |
| **FB/Teach** | FB on activity, language clarification, if needed.  *While monitoring the activity T finds out which vocabulary appeared to be complicated for Ls. Clarifying the meaning, T lets other Ls to give the correct answers and explanations.* | to feedback on the first test and to teach problem areas clarifying meaning, pronunciation and form of target language | T - Ss  2 min |
| **Test 2/ Controlled practice of target language.**  **FB** | *T asks Ls to work individually and complete the gaps with the correct word. T sets the time and gives ICQs.*   * Do you work in pairs or individually? * Do you write in a word in bold or the phrase? * How much time have you got?   *T gives out the task.*  Mozart is probably the best-known \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ composer.  He was often described as a brilliant \_\_\_\_\_\_\_\_\_\_\_\_\_ actor, but Alec Guinness actually played many serious roles, too.  The show is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ example of TV made for children.  I feel that this is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ moment for our country.  He looked so \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in that hat.  Archaeologists found a large number of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ objects when they excavated the field.  The President spoke mostly about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ policy.  Buying a kilo of oranges is usually more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than paying the price for each orange.  Leaving the business was the only \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ thing he could do after his mistake.  There are two major \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ parties in the United States.  *T asks Ls to work in pairs and compare the answers and find the differences. After comparing Ls are provided with the keys.*  *Keys*  Mozart is probably the best-known classical composer.  The show is a classic example of TV made for children.  I feel that this is a historic moment for our country.  Archaeologists found a large number of historical objects when they excavated the field.  The President spoke mostly about economic policy.  Buying a kilo of oranges is usually more economical than paying the price for each orange.  Leaving the business was the only politic thing he could do after his mistake.  There are two major political parties in the United States.  He was often described as a brilliant comic actor, but Alec Guinness actually played many serious roles, too.  He looked so comical in that hat. | to provide Ss with controlled practice at using target language and to see what students now know (or still have problems with) | T  7 min |
| **Test 3** | *T divides Ls to work in groups of three and asks Ls to find out the difference between the words on the board. T sets the time and asks ICQs.*   * Do you work individually or in groups of three? * What is the task? * How much time have you got?   Trip  Journey  Tour  Stop  Station  Break  Holiday  *Each L takes a colored square and checks the answers according to the color.*   |  |  | | --- | --- | | Trip | the act of going to another place and returning | | Journey | one piece of travel (long distance) | | Tour | going somewhere with a particular purpose | | Stop | a place where vehicles, especially buses, stop in order to allow passengers to get off and on | | Station | a building and the surrounding area where buses or trains stop for people to get on or off | | Break | a time away from work or your regular activity | | Holiday | a time when someone does not go to work or school but is free to do what they want, such as travel or relax | | * to introduce the TL * to ascertain what language Ss know and what they don`t | T-Ss  S-S-S  4 min |
| **FB/Teach** | *FB on activity, language clarification, if needed. Ls gather in their groups and inform other team members whether their answers were right or not.* | to feedback on the third test and to teach problem areas clarifying meaning of target language | T-Ss  2 min |
| **Test 4**  **FB** | *T divides Ls into two teams and gives instructions to the activity.*  *T asks 2 volunteers from each team to be the captains of their teams.*  *In turns, the captains throw the ball on the papers with the tasks on the floor. Then the captains are to show the task to their team members and choose the correct answer while another team is monitoring carefully and judge. Teams get one point for each correct answer. If any concerns arise, they are solved by T.*  *Ls play gap-filling game.*   |  |  |  | | --- | --- | --- | | Was your \_\_\_\_\_\_\_\_\_\_\_\_\_ to London fine?  How long is your \_\_\_\_\_\_\_\_\_\_\_\_ to school? | | | | A trip | B journey | C tour | | Excuse me, where`s the nearest coach \_\_\_\_\_\_\_\_\_\_\_\_ ?  I`m going to meet you at the railway \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ? | | | | A platform | B stop | C station | | My last package \_\_\_\_\_\_\_\_\_\_\_\_ was a total disaster.  I`m planning to spend my \_\_\_\_\_\_\_\_\_\_\_\_ in the countryside. | | | | A holiday | B tour | C break | | We`re going to India for our next holiday. We`ve already \_\_\_\_\_\_\_\_\_\_\_ a booking.  He \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the trip to the Himalayas on his own. | | | | A got | B set | C made | | I got \_\_\_\_\_\_\_\_\_\_\_\_ the train at the last minute.  We always travel \_\_\_\_\_\_\_\_\_\_\_ a tight budget. | | | | A into | B on | C to |  |  |  |  | | --- | --- | --- | | We are looking for a suitable \_\_\_\_\_\_\_\_\_\_\_\_ for our stay in Paris.  The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ we stayed in had a number of luxury. | | | | A accommodation | B hotel | C room | | We were shocked when our operator \_\_\_\_\_\_\_\_\_ our departure for no reasons.  Our flight to Oslo was \_\_\_\_\_\_\_\_\_ by two hours, so, were late for the conference. | | | | A delayed | B cancelled | C moved | | My friend`s father \_\_\_\_\_\_\_\_\_\_\_\_ me a lift back home.  I \_\_\_\_\_\_\_\_\_\_\_\_\_ up waiting for the bus after an hour. | | | | A took | B offered | C gave | | He works as a tour \_\_\_\_\_\_\_\_\_\_\_\_\_.  I bought a travel \_\_\_\_\_\_\_\_\_\_\_\_\_\_ book before I went to France. | | | | A guide | B operator | C organizer | | We lost our \_\_\_\_\_\_\_\_\_\_\_\_ when we were hiking in the Italian mountains.  Can you tell me the \_\_\_\_\_\_\_\_\_\_\_ to the nearest tourist information office, please? | | | | A directions | B way | C road | | to provide Ss with controlled practice at using target language and to see what students now know (or still have problems with); to increase Ls interest in learning TL | S-S-S  7 min |
| **Freer practice** | *T asks Ls to read the task and express their opinion on each bullet point. T sets the time.*  Bright, our friend from Hana, wants to explore Ukraine. What would you recommend him? Think about:   * Which would be the best type of holiday to go on * What would he like to do when he`s there * How long he would like to go for * What preparation he needs to make for the trip   *Ls brainstorm the ideas.*  *T sets the home task to Ls.*  Write a paragraph (12-15 sentences) about a possible holiday for Bright using the vocabulary from the lesson. | to provide Ss with freer practice at using target language in real communication | S-S-S  S  12 min |
| **Extra activity for fast-finishers** | *T asks fast-finishers to swap their works, read and discuss which idea is better and why.* |  |  |
| **FB and setting HW** | *T asks Ls to finish writing at home.* | - | Ss  2 min |