Lesson Plan

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| **PLAN** | | | | |
| **Plan timings** | **Teacher actions** | **Students’ actions** | **FA** | **Resources** |
| Start  4 minutes | **Lead-in**  *Teacher – the whole class* **(T-Ss, S-Ss)**  *The teacher greets the students and starts eliciting using the questions and the picture for them to guess the topic of the lesson:*   * Do you like travelling? * Have you ever travelled abroad? * Can you predict what country is there in the photo? * Why do you think so? * Do you know the names of any big cities in this country?   Изображение выглядит как текст, снимок экрана, дисплей  Автоматически созданное описание | The students look at the picture and make predictions. | The teacher encourages the students to talk by giving comments like: «Well done», «Awesome», «Perfect», «Brilliant». etc. | **Handout 1** <https://getu.me/0XJTe> |
| Middle  13 minutes    2 minutes  3 minutes  6 minutes  10 minutes  4 minutes | *Teacher - to whole class*  *Teacher introduces Lesson objectives to the students without mentioning any divisions related to their abilities.*  **Lesson objectives:**   * to identify the key words from the text; * to make sentences and give opinion on the topic «Travel and Transport» and answer the questions using new vocabulary; * to make sentences to create a blog on the topic using new vocabulary and Past Simple Active and Passive.   **Individual work (T-Ss, S -Ss)**  **Handout 2**  **Task 1.**  *Teacher - to whole class*  *Read the text. Try to guess the meaning of the* ***highlighted words.*** *Answer the questions to the text:*   * **Where did the writer go travelling?** * **Was he positive or negative about his journey?** * **How many places were mentioned in the text?**   Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its **capital city** on the way. Bangkok might be noisy and polluted but it's also an **exciting** city with plenty of things to see and do. Why not make it a longer stay?  *Where to stay*  The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film *The Beach* stayed there. But it's noisy, not very pretty and not very Thai. For something more **authentic,** Phra Kanong offers an **alternative** place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as **convenient** for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.  *How to get around*  Bangkok's traffic can **be a nightmare**. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the **temples** and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya River and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.  *Where to eat*  The simple answer is: everywhere! Thai street food is among the best in the world, and for around $5 you can eat a **filling** and delicious **meal**. Some **food stands** have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown – Yaowarat Street – and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.  *What to do*  After you've seen the **main sites** like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, **check out** the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!  *Teacher to whole class*  *The teacher uses eliciting as an active learning approach for students to guess the meaning of the highlighted words by the context and definitions.*  *The teacher asks* ***Instruction Checking questions*** *like:*  *- Do we work individually/in pairs?*  *- Do we read all the words/only numbers and letters? etc.*  **Pair work (S-S)**  **Handout 3**  **Task2. Match the highlighted words with their definitions:**   1. capital city **a)** a building for worship 2. exciting **b)** visit to investigate 3. authentic **c)** beautiful, attractive 4. alternative **d)** making a person feel full 5. convenient **e)** places to sell some street food 6. temple **f)** awful 7. filling meal **g)** the major city on the country where the government is 8. food stands **h)** saving time 9. main sights **i)** original or traditional 10. check out **j)** attractions 11. be a nightmare **k)** different   *Teacher to whole class* **(T-Ss, S-Ss, Ss- Ss)**  **Differentiation by support**  The teacher conducts the drill «Three by three» to avoid possible wrong pronunciation  *Teacher to whole class*  **Pair work (S-S)**  **Handout 4**  **Task 3.**  *Find the adjectives in the text and make sentences to describe the city and its realia.*  *The teacher asks* ***Instruction Checking questions*** *like:*  *- Do we write the sentences?*  *- Do we use adjectives from the text? etc.*  **Model:** The country was exciting.  - city….  - sights ……  - food -….  - local people -….  - impressions and feelings -…  **Task 4.**  *Teacher to whole class* **(Ss-Ss, S - Ss)**  *Make sentences about your journey in Past Simple using the Model. Use the information from the previous task.*  **Model:** The temple **I visited** was really spectacular.  *The Teacher conducts the Substitution drill using* ***Active learning approach***  The Teacher writes on the board:  “*The …. I … was really…* .”  then writes possible verbs  (**had, watched, got, tasted, tried**) and demonstrates the Model. Then the Teacher gets the students follow the Model and present their sentences:   * **Now you!**   **Pair work (S-S)**  **Handout 5**  **Task 5.**  *Identify True or False statements according to the text. Correct the incorrect sentences from the previous exercise and give reasons.*  1) The writer was disappointed by his journey because Bangkok was rather noisy and polluted. \_\_\_\_\_  2) The Khao San Road was an authentic traveller spot.\_\_\_\_\_\_\_  3) Bangkok people can usually have food, get a job and even live in street markets.\_\_\_\_\_\_\_\_\_\_  4) Hiring a taxi is the quickest way to get around in Bangkok. \_\_\_\_\_  5) There are two kinds of taxis there – a land taxi and a river taxi.\_\_\_\_\_  6) Skytrain can take you from every point to the King’s Palace.\_\_\_\_  7) Local food is filling and delicious but it’s too expensive for tourists.\_\_\_\_\_   |  |  | | --- | --- | | Assessment criteria | Descriptors | | **Learners will be able to**  find relative information in the text and explain their opinion | 1F  2F  3T  4F  5T  6F  7F  **(One score for each correct answer)** | | Students correct the incorrect sentences using grammatically correct sentences **(One score for each correct answer)** | | **Total:** | **12** |   **Differentiation by outcome and support**  **High level students:** Complete the task by giving all correct answers and correcting all False sentences.  **Middle level students:** Complete the task partially by giving some correct answers and correcting some False sentences with peer’s support if necessary.  **Low level students**: Complete the task partially by giving few correct answers and correcting some False sentences with peer’s support.  **Differentiation by pace**  Stronger students complete the task more quickly and have time to make more extended sentences to explain their choice.  Weaker students need more time to complete the task, so they give shorter answers. Some mistakes are possible if they don’t block the whole understanding.  *Teacher to whole class* **(T-Ss, S - Ss)**  **Freer practice**  **Handout 6**  **Task 6.**  *Answer the questions to the text:*  Do you prefer active or passive holidays?  What activities did you do during your holiday?  What places do you prefer visiting?  Did you read any information before visiting the country?   |  |  | | --- | --- | | Assessment criteria | Descriptors | | **Learners will be able to**  find relative information in the text and explain their opinion | Students use topic relative vocabulary in their sentences. | | Students use grammatically correct sentences. |   **Differentiation by outcome and support**  **High level students:** give extended answers using topic relative vocabulary correct grammar.  **Middle level students:** give short answers using topic relative vocabulary and correct grammar. Teacher or Peers’ support is possible if necessary. Some mistakes are possible if they don’t block the whole understanding.  **Low level students**: give short answers or phrases using some topical vocabulary. They try to use correct grammar. Teacher or Peers’ support is possible. Some mistakes are possible if they don’t block the whole understanding. | The students read the text silently and get the gist of it. They answer 3 questions.  The students match the highlighted words to the definitions to check their understanding. They can explain their choice to each other.  The students repeat after the Teacher the new words and phrases from the text paying attention to the correct pronunciation  The students work in pairs to find the adjectives and make sentences according to Teacher’s instructions  The students repeat the Model and then substitute the given words by the ones relative to the topic to present their sentences.  The students identify True/False statements. They discuss the answers with the partner. Then they correct the incorrect ones and explain their choice first to each other conducting Peer assessment, then to the class.  The students give their opinions to the class using topic related vocabulary. | The teacher encourages the students to answer the questions and giving reasons talk by asking **Concept Checking questions** like:  -Why do you think so?  -How did you come up with the idea?  **Self – assessment**  Teacher presents the keys for the students to check themselves. The teacher monitors and notices the number of those who managed to complete the task correctly.  **Keys:**  1g, 2c, 3i, 4k, 5h, 6a, 7d, 8e, 9j, 10b, 11f  The teacher encourages the students by giving positive comments  **Peer assessment**  The students assess the partner’s replies. The Teacher monitors and gives correction if necessary.  The teacher encourages the students by giving positive comments  and **Delayed correction** if necessary  **Criteria–based assessment**  Students’ answers are assessed according to the criteria.  The students assess the partner’s replies. **(Peer assessment)** The Teacher monitors and gives correction if necessary.  **Criteria–based assessment**  Students’ answers are assessed by the Teacher according to the criteria.  The teacher encourages the students by giving positive comments  and **Delayed correction** if necessary. | **Handout 2 – Text paper**  <https://learnenglish.britishcouncil.org/skills/reading/b1-reading/a-travel-guide>  **Handout 3**  **Handout 4**  **A Model sentence and possible verbs on the board**  **Handout 5**  **Handout 6**  **Handout 7** |
| End  3 minutes  **Feedback**  The teacher asks students to present their feedback about the | *Teacher to whole class* **(T-Ss)**  **Free Practice**  **Handout 7**  **Task 7. Pre-Writing**  *The teacher gives instructions for the writing task:*  Think of a place you visited some time ago. You may imagine your journey. Write a blog for social media about your journey. Use your life experience or some information from the Internet. Use Past Simple. In your blog write about…..   * a country you visited * a place you stayed at * activities you did there * activities you didn’t do there and why * famous sights * if you travelled alone or accompanied * local food * your impressions from the journey * would you recommend this country (city) to your friends to visit   **Differentiation by outcome**  **High level students:** make not less than 12 short sentences for the blog according to their abilities and opportunities.  **Middle level students:** make not less than 8 short sentences for the blog according to their abilities and opportunities.  **Low level students**: make not less than 6 short sentences for the blog according to their abilities and opportunities.  **Homework –** to complete the blog according to the layout given | The students listen to the instructions and ask questions if necessary. |  |
| Additional information | | | | |
| Differentiation – how do you plan to give more support? How do you plan to challenge more able learners? | **Differentiation by outcome and support (Task 5)**  **Differentiation by outcome and support (Task 6)**  **Differentiation by pace (Task 5)**  **Differentiation by outcome (Homework)** | | | |
| Assessment – how do you plan to check students’ learning? | **Task 5.**  *Identify* ***True*** *or* ***False*** *statements according to the text.* ***Correct*** *the incorrect sentences from the previous exercise and give reasons.*  **Criteria–based assessment**  Students’ answers are assessed according to the criteria.  The students assess the partner’s replies. **(Peer assessment)** The Teacher monitors and gives correction if necessary.  **Task 6.**  *Answer the questions to the text:*  **Criteria–based assessment**  Students’ answers are assessed according to the criteria.  The teacher encourages the students by giving positive comments and **Delayed correction** if necessary. | | | |