LESSON PLAN

DATE: March 21st, 2018

GRADE: 8

LEVEL: intermediate

TEXTBOOK: Snapshot Intermediate

LESSON: *Don't panic!*

LESSON TYPE: reading

AIMS: to develop the students' reading and speaking skills;
to decode the message of a written text and to distinguish general information from specific details

OBJECTIVES:

At the end of the lesson students will be able:

O1 – to read the text with the correct intonation;

O2 – to identify the global meaning by fast reading/skimming;

O3 – to look for specific details by scanning;

O4 – to answer "true-false-don't know" questions, referring to the text as necessary;

O5 – to complete the sentences with the correct form of a phrasal verb or expression with *keep*;

O6 – to express regrets about the past and to make helpful suggestions, using *I wish / If only* + Past Perfect;

O7 – to act out conversations in the given situations.

SKILLS: reading, listening, speaking, writing

TECHNIQUES: conversation, brainstorming, role play, silent reading, skimming, scanning, selective translation, exercise

CLASSROOM INTERACTIONS: individual work, pair work, group work, whole class

MATERIAL RESOURCES: Students' Book, Language Booster, Class CDs

STAGES	OBJ.	CONTENT / ACTIVITIES	TECHNIQUES	INTER-ACTIONS
WARM-UP		The teacher tries to create a pleasant atmosphere for learning and asks questions such as: *Who is absent today?* *How are you today?* *Are you ready for the lesson?* *What's your lesson for today?*	Discussion	Whole class
HOME-WORK CHECK		The teacher makes sure the students understood the previous lesson by checking the homework (exercises 9, 10 /page 69 Language Booster).		
INTRO-DUCTION OF THE NEW TOPIC		The teacher introduces the new topic and emphasizes the title of the unit: *Don't panic!.* The teacher asks the students to recall any situations when they felt dominated by panic or fear. *Have you ever got lost in an unknown place?*	Brain-storming	Whole class
PRE-READING		The teacher tells the students to look at the picture in the textbook and to provide answers for the following "warmer" questions: *Who is in the picture?* *Where are they?* *Do you think there is a problem?* *What do you think it is?* *What is wrong with Zoe?* *What do you think will happen to them?*	Prediction Picture exploitation	Whole class

WHILE-READING	O3 O1 O2	The teacher tells the students that they are going to read a conversation about a group of friends who overcome a difficult situation. The students are required to read the text to find answers to two questions: *What problem have the group got? (They're lost.)* *What health problem has Zoe got? (She thinks she's got a cold and may lose her voice.)* The teacher plays the tape, while students read silently the conversation again. After the tape is played through once, the teacher checks the answers to the focus questions. The students are asked to read the conversation aloud in a dramatized way and to translate where necessary. The others listen or read silently. The teacher stops the reading repeatedly and asks comprehension questions to make sure that the students are following the reading task actively and to help them cope with it. The students are encouraged to infer the meaning of the unknown items from context: *e.g. impatient, to face it, to blame, to keep on, shelter*. The new words are discussed at a sentence-level reading and written down. The teacher will assign roles for the second performance.	Discussion Silent reading Scanning Listening Model reading Reading aloud Role play	Whole class
POST-READING		▪ The students will work in pairs to answer the **comprehensive questions**, referring to the text as necessary. The students answer T (true), F (false) or DK (don't know) in order to demonstrate that they have understood the text: 1. Zoe, Matt and Kelly are walking with the rest of the coach party. (F)	Compre-hension questions	Pair work

	O4	2. They don't know where they are. (T) 3. The maps are quite expensive. (DK) 4. It is pouring with rain. (F) 5. The coach party have already noticed that they are missing. (DK) 6. Kelly thinks it is all quite exciting. (F) 7. Zoe is worried about missing the dress rehearsal. (T) The teacher goes through the answers with the whole class and encourages students to give reasons for their answers. *e.g.: Matt didn't buy a map because the others wanted to get on the coach quickly. We don't know the price.* **Useful phrases** Without looking at the text, students try to remember who said the phrase and why was it uttered: *Where on earth [are we]?* *Let's face it.* *Don't blame [us]!* *Don't keep on about it.* *How can you be so sure?* *Don't panic!* They check their ideas in small groups. The teacher plays the tape with the entire conversation again. The students check their answers in their groups and read the text again to confirm their answers. The teacher plays the tape only for the useful phrases, pausing for students to practice the expressions, with special attention to pronunciation, stress and intonation. Repetition will help to reinforce a structural pattern and repeating chorally can help students gain confidence before they are	Useful phrases Pronuncia-tion Repetition Choral	Whole class Group work

	O5	asked to perform individually. The teacher checks that students understand the meaning of the expressions by eliciting a translation in Romanian. - **Phrasal verbs** **Phrasal verbs and expressions with *keep*** Students read the example in the students' book, then look for other examples with keep in the conversation (*keep going, keep on about it*) and the teacher checks their answers with the whole class. In pairs, they look at the list of verbs and expressions on page 126 and complete the exercise: <u>Phrasal verbs</u>: keep at – continue working at keep back – withhold keep off – avoid keep on – continue doing something; continue saying the same thing keep out – stay away; prevent someone or something from entering keep to – stay with or follow an agreed plan or course of action keep up – manage to go so fast <u>Expressions</u>: keep going – struggle to continue keep together – stay in a group keep warm – stay warm - **Grammar** ***I wish / If only* + Past Perfect** The teacher asks students to imagine they are in the group of friends who got lost and writes on the blackboard:	practice Exercise Vocabulary practice	Pair work

	O6	*I wish (wear) something warmer.* The teacher asks: *Did you wear something warm? (No.)* and then elicits the right verb: *I'd worn* and writes it in the sentence. The teacher checks if students know the name of the tense (Past Perfect), how it is formed (Past Tense form of the verb *have* + Past Participle of the main verb) and that *'d=had*. The teacher asks: *How do you feel when you say this?* The teacher elicits other possible regrets from the class using the ideas in the students' book as prompts and practices briefly for pronunciation of the contraction. The students are asked: *Is there another way to say I wish?* and practice *If only*, using the same example sentences as before. **Intonation of regrets** *I wish I'd worn a sweater.* *If only I'd brought my mobile.* The teacher plays the tape, pausing for students to practice the phrases and explains that the falling and rising intonation is used to show the feeling of regret. Students repeat a sentence in parts, starting from the end and building up to the complete utterance: *e.g.: a sweater…worn a sweater…I wish I'd worn a sweater.* *a book…taken a book… I wish I'd taken a book.* The students are required to write down things they did/didn't do in the past and now regret. They express their regrets using *I wish/If only* and some examples are read aloud. **Communication** The teacher writes *Regrets* on the blackboard and elicits	Grammar practice Explanation Listening Pronuncia-tion Back-chaining	Whole class Whole class

	O7	the two ways they have just practiced of expressing regret (*I wish…* and *If only…*) and reminds students that when you regret something in the past the verb that follows *wish* or *if only* is in the Past Perfect. The students practice orally with the teacher's prompts (*e.g.: work harder, go to university, marry a rich man*) and make complete sentences. The teacher writes *Making helpful suggestions* on the blackboard and elicits ways of doing this, using the previous prompts. The expressions in the students' book are practiced in open pairs across the class (expressing regret/making helpful suggestion). The teacher plays the tape, pausing for students to practice the expressions. In pairs, the students have to make conversations in the following situations: 1. You didn't have any breakfast this morning and now you feel faint. 2. You brought a cheap CD player and now it's gone wrong. 3. You were lazy when you were young and never learnt to play an instrument. You regret it now. 4. You have just had an argument with your best friend and now you feel bad about it. When the pair work is in progress, the teacher withdraws and monitors unobtrusively and contributes only when necessary. The teacher takes note of the students' errors for a later feedback session. After the time for this task is up, at least one example conversation for each situation is read aloud from the whole class.	Listening Speaking Discussion	Whole class Pair work Whole class

HOME-WORK ASSIGN-MENT		As homework assignment, the students are required to do some exercises in the workbook: ➢ exercise 5/page 71: Rewrite the sentences using *I wish* and *If only.* ➢ exercise 10/page73: Write conversations in your notebook for the situations below using some of the phrases in the box.	Workbook exercises	Individual work