LESSON PLAN

Date:
Teacher:
Class: XI (2 classes/week)
Number of students:
Students' level: upper intermediate
School:
Time of lesson: 50 min
Textbook: Inside Out Upper Intermediate
Unit: 13 Home
Lesson: Rise and Shine

Lesson Aims:

- creating interest in the topic of the lesson;
- raising expectations and creating involvement in a listening task and listening to confirm expectations;
- listening for detailed comprehension;
- reading for detail;
- fostering fluency.

Activity 1. Warming up
Aim: T to check if Ss have done their homework correctly.
Procedure: T – ST; 5 min

- T asks Ss to read their paragraph about their favourite room (Anecdote/122).

Activity 2. Asking questions to find someone who…
Aim: increasing Ss' interest in the topic
Procedure: GW; 5 min

- Ss work in small groups, discussing the questions.
- T helps when necessary.

Activity 3. Answering questions, listening and checking
Aim: developing speaking and listening skills
Procedure: GW, PW; 10 min

- Ss look at the food and drinks items in the box and answer the questions, working in groups. T helps with the new vocabulary (Ex. 2/124);
- Before playing the recording, T asks Ss to complete the worksheets and say which country's typical breakfast each item comes from. Then T plays the recording for them to check their answers (Ex. 3/124);
- Pair work. Ss take turns to describe the most unusual breakfast they've ever had;
- T helps when necessary (Ex. 4/124).

Activity 4. Reading
Aim: developing reading skills

Procedure: GW; 15 min

➤ Whole class. T focuses attention on the picture and elicits suggestions as to why this kitchen might not be a good place to start your day. T doesn't confirm or reject any ideas Ss have (Ex. 1/124);

➤ T goes through the information about Feng Shui in the margin, then asks Ss to read the text and find eight ways to improve the room in the picture according to the principles of Feng Shui. Ss work in groups. Ss complete the rule by choosing the correct ending (Ex. 2/81);

➤ Ss complete the text using 'had', 'have' or 'having', then tell if they think it is more important to be beautiful or intelligent, working in groups (Ex. 3 – 4/81);

➤ T helps when necessary.

Activity 5. Discussion

Aim: developing speaking

Procedure: PW; 7 min

➤ Working in groups, Ss discuss where is the best place to…

Activity 6. Homework (Ex. 5/81)

Aim: practising have/get something

Procedure: T – ST; 3 min

➤ T tells Ss that for the next class they will have to put the words in the sentences in the correct order then rewrite the sentences so that they are true for them.