

Teacher: **MORUZI LUCRETIA**  
School: “VASILE ALEXANDRI” HIGH SCHOOL, IASI  
Date: 9<sup>th</sup> March 2017  
Class: 9 C – 2 h/ week (L1 –)  
No of students: 14  
Textbook: Upstream, Express Publishing  
Time allowed: 50’

*Previous work:* Students are accustomed to communicative activities and various interaction patterns. Equal attention is paid to fluency and accuracy. Ss express opinions both orally and in written form. Some of the Ss are preparing for the CAE exam.

*Learner preferences:* Students enjoy getting involved in interactive activities and using the language in real lifelike situations of communication. They like discovering new meanings, contexts, collocations, idioms starting from a key-word. They easily get involved in activities using visual prompts and activities which develop their imagination.

*Topic:* *When Shopping is a Problem*

*Aims:*

- 1. to raise Ss’ interest in the topic*
- 2. to stimulate Ss to use idioms in communication*
- 3. to enable Ss to communicate in the target language*
- 4. to enable Ss to listen and read for specific information*

*Lesson objectives:* At the end of the lesson, students will be able to:

1. use and explain idioms in different contexts;
2. use vocabulary associated with pictures;
3. listen for specific information ;
4. scan the text in order to extract specific information.

*Approach:*

The Communicative Approach

Structure:                   Lead-in  
                                  Presentation  
                                  Vocabulary Practice (Speaking)  
                                  Presentation (Listening)  
                                  Practice (Speaking)  
                                  Pre-listening (Vocabulary)  
                                  Listening  
                                  Post-listening (Reading)  
                                  Practice (Speaking)  
                                  Homework: Production (Writing)

**Techniques:**           guessing, personalization, brainstorming, pair-work, group-work

**Materials:**           blackboard, textbook, fliers with idioms and explanations, cassette, cassette player, markers, handouts

Phase / Time	Activities T→S, S →T, S↔S interaction	Skill focus	Grouping	Aids / Materials	Comments / Rationale
Lead-in 10'	Greeting. T tells Ss the title of the lesson and writes it on the board "When Shopping is a Problem". Then, T asks Ss to make predictions about the topic and ideas in the text and refer to the pictures on page	Speaking	The whole class	Textbook	T gives SS instructions as to how they should deal with new activities.

	<p>108/109.</p> <p>T. pairs Ss and asks them to brainstorm as many words associated with shopping as they can.</p> <p>Ss' work will be discussed in a whole-class session. All the words related to shopping will be written on the board and Ss will write them in their notebook.</p> <p>At the end, T presents a brief power point presentation related to shopping.</p>	<p>Writing</p> <p>Speaking</p>	<p>Pair work</p>	<p>Board</p> <p>Video-projector</p>	<p>T monitors Ss' work and is ready to prompt if necessary.</p>
<p>Presentation 1'</p>	<p>T pairs Ss and gives each pair a piece of paper with one idiom containing the word "shop" and its explanation/definition. Each pair has to use that idiom in a context.</p>	<p>Listening</p>	<p>Individual work</p>	<p>Cards with idioms and explanations</p>	
<p>Vocabulary Practice 10'</p>	<p>Each S will read his/her example and the others have to guess the meaning of the idiom. Ss write down on the blackboard and in copybooks all the idioms.</p> <p>T gives students a handout. Ss work individually to fill the idioms in the gaps in the sentences. Ss solve their task</p>	<p>Speaking Guessing</p> <p>Negotiating meaning</p> <p>Taking notes</p> <p>Reading</p>	<p>Class work</p> <p>Individual</p>	<p>Blackboard</p> <p>Handout</p>	<p>Ss remember better the meanings of idioms that are used in a real context.</p>

	and check it in pairs. A whole-class session will help Ss check their answers.	Writing	work Pair work		
Presentation 1'	T pairs Ss and asks each pair to compare and contrast the two types of shops displayed on the screen. Ss are also given some useful expressions related to the pictures.	Listening	The whole class	Pictures Video-projector	Pictures are used to promote speaking; Ss have more ideas if they relate an activity to a real lifelike situation.  T sets time limit and monitors pair-work.
Practice 07'	Ss discuss in pairs. Ss present their opinions to the class. T writes on the blackboard and Ss in copybooks, words and phrases associated with images.	Speaking  Taking notes	Group-work	Pictures in the textbook  Blackboard	All Ss will benefit from the vocabulary produced by the others.
Pre-listening 2'	T tells Ss that they will listen to a text about shopping and asks them to guess if the statements on page 108 are true or false.	Listening	The whole class		
While-listening 5'	While listening, Ss check if their guesses were correct. T asks Ss to check their answers in pairs first and then in a whole class session.	Listening  Speaking	Pair-work  The whole class	Cassette Cassette player  Textbook	T gives clear instructions and draws students' attention towards what they will have to.

Post-listening 10'	T asks Ss to scan the text and choose the most suitable heading from A-I for each part (1-7) of the article. Ss' answers are checked in a whole class session.	Reading	Individual work	Textbook	Ss have background information to help them understand the text better.
Practice 3'	T gets Ss into pairs and asks them to discuss the meaning of the words in bold. A whole-class session will be organized and the words in bold will be discussed.	Reading  Speaking  Taking notes	The whole class	Textbook  Blackboard	Ss check if they have deduced the meaning of the words in bold correctly.
Production 1'	T gives homework: 1. the first task is creative: T gives Ss a dialogue related to shopping, but the text is not complete. Some words or phrases are missing. Ss have to fill in the blanks and make their own dialogue.  2. the second task requires Ss to answer the following question: "What makes people do so much shopping these days?"	Reading          Writing	Individual work	Handouts with dialogue       Textbook	Ss enjoy using dialogues in activities which are relaxing and stir their imagination.       Ss will follow the same suggested procedure for this CAE type of exercise.