**Lesson Plan (Session 13)**

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| Topic | Food |
| Aims | Develop listening skills  Comprehend in what situations to use reported speech |
| Growth Language Mindset Strategy | Evaluation of progress and activities to fulfil their SMART Goals. (Report)  Listening Strategy 6: Planning |
| Ability | Listening |
| Vocabulary | Listening text: to get dressed up, an olive, the staff, a heatwave, wool, to book a table, a dish, a once-in-a-lifetime experience |
| Grammar | Reported Speech |
| Class Profile | Secondary students |
| Level of English | A1-A2 |
| Duration of lesson | 1 hour |
| Materials | * Growth Language Strategy:   Video: <https://www.youtube.com/watch?v=1-SvuFIQjK8>  Handout: Revision and evaluation of SMART Goals.   * Listening comprehension task   Power Point Presentation: Listening Strategy 6  Students’ handout: Taken from <https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Audio-zone-A-special-restaurant.pdf>  Video file: <https://learnenglish.britishcouncil.org/general-english/audio-zone/a-special-restaurant>   * Grammar Task   Video: Reported Speech: <https://www.youtube.com/watch?v=lOH6AGIhpIY&t=28s>  PDF file about Reported Speech: Taken from the book: English Grammar in Use (Intermediate level) Raymond Murphy. |

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| Stage / Task | Procedure | Time |
| Introduction | T. welcomes sts to the class and reminds them about the importance of setting SMART goals showing them a video. After that, the teacher explains that is very important to evaluate and revise their goals and asks sts: Have you been following your plan to achieve your goals?  T. asks sts to complete a report and send it to her to her email account.  T. explains they will continue working on a new topic: Food. | 5 |
| Pre-listening | -T. asks sts: What do you think of as typical British food? Roast beef? Fish and chips? Tea and cakes? Or maybe there's more to British food than that? And tells them they will watch a video to find out about what people in the UK are eating these days.  -T. presents listening strategy number 6 using a power point presentation and tells sts that they will have to put it in practice different strategies they have seen so far.  Task 1: Sts match definitions with vocabulary | 5 |
| Listening | Task 2: Sts write a number (1–6) to put the items in the order that they are mentioned.  Task 3: Sts complete some sentences with words from a box. | 20 |
| Post-listening | Grammar Focus: Reported Speech  T. explains the use of reported speech 2 using a pdf file  Sts do exercise 48.1  T.shows a video to play the Repoted Speech Game. | 25 |
| Closing | T. asks sts to have a look at the transcript of the listening, and have a look at the following sentence:  Jo: So, I’m going to tell you about my recent visit to, erm, a very well-known restaurant and a very special restaurant.  Activity: How can you report that?  Answer: Jo said that he/she was going to tell him/her about his/her recent visit to a very well-known restaurant and a very special restaurant.  Three students read their sentences using reported speech voluntarily | 5 |