

# **Pedagogy and Curriculum Innovations**

## **Third Year 2020-2021**

### **Asst. Prof. Mahdi Alasadi**



**First Semester**

**Lecture 15:**

- **Typical Communicative Language Teaching Lesson**
  - **Third Intermediate Unit 1**



# Lesson Plan



Unit and lesson number

Materials needed

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Objectives:

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Language:

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Vocabulary:

New vocabulary

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# Unit 1



## Unit 1: *Describing things*

This unit focuses on describing things and people. In the first lesson the features of shopping malls are described, and this is followed up by a focus on dealing with losing someone in a shopping mall, telling the time and giving explanations. A reading text looking at the features describing an award-winning car helps prepare students for further work describing features and benefits of products and, in particular, evaluating product advertisements. In Lessons 6 and 7, students look both at describing what people look like, and, read two descriptive emails to describe personalities. They write a similar email describing their best friend.



# Grammatical Areas



Grammatical areas:

- There is/are ..., It has ... for describing places
- Adjectives and the modifiers very, quite, really
- Present and past continuous
- Expressing purpose with so you can ... and to help you to ...
- Question formation
- Compound words
- Giving reasons

## Unit 1 –Lesson 1 Objectives



- Objectives:** Revise vocabulary related to public places and shops.  
Revise adjectives to describe objects.  
Read and understand a description.  
Describe a local shopping mall orally.  
Complete a gapped description.
- Language:** *There is/are ... It has ...*  
Adjectives
- Vocabulary:** escalator, information desk, lift, loads of, security guard, shop assistant, queue, walkie-talkie



## Vocabulary



- A** Quickly discuss the picture. Elicit what it is and what the students can see. Then elicit the words in the box and get the students to find the matching objects in the picture. Say the words and elicit the numbers.
- B** Present the new vocabulary using the labels. Say the word and encourage the students to match what you say with the correct label. Then clarify the meaning and practise pronunciation.



## Choose a person or a place to describe



- A Tell the students to study the picture and find three people, each doing different things. Elicit an example first and write it on the board. For example: *There's a man on a walkie-talkie.* Let the students do this in pairs.
- B Elicit single examples from different students in the class.



## Describe a picture



AB Exercise A is a simple activity to get the students reading and reacting to the picture. Tell the students to work on their own then elicit some responses as a class.





## Read about a mall



- A Point out that Richard is in a mall in England. Tell the students to read and answer the question *What does Richard like?*

**Note:** 1. *loads of* is a common colloquial expression that means the same as *lots of*.  
2. Notice the use of 'you' in the sentence 'I like going up and down in the lift because you can see everything.' Here *you* refers to the idea that *everyone*, i.e., all people who go up and down in the lift being able to see everything. This is a *compound sentence* with, in this case, two pieces of information joined by the connective *because*.

## Read about a mall



- B Ask other questions about the text. For example:

*When does Richard's father get angry?*

*Why does he like electronic shops?*

*What can't people buy at the mall?*

## Talk about a local mall



- A Elicit sentences from the language table. Establish that they are all true about the mall in the picture. Tell the students to find the things that Richard talked about in the texts they have just read.
- B Tell the students to think about a mall they visit themselves. Get them to work in pairs and tell their partner about the mall they go to.