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| **Stage & Time** | **Activity** |
| *5 minutes*  Warm up/Review  Short activity, game or review using familiar vocabulary from previous lessons to capture students’ interest | Tongue Twisters: Explain the concept of a tongue twister and write some on the board for students to practise  Ask if anyone can remember what we studied last week. Ask the questions “what videos did we watch?” “what ADJs did we use / learn” |
| *20-30 minutes*  Main Lesson Content  Intro  Introduce the topic and new vocabulary in the simplest form  Context  Introduce the target sentence to put vocab in context  Practice  A topic-based task for students to practice language  Assessment  Test understanding of the class as a whole | Hand out the worksheet. read through the dialogue with the class a few times. Altogether, individually, in pairs.  Discuss new vocabulary.  what kind of movie do they think this dialogue is from? why?  play the video a few times:  Play the clip from: 2:03 – 4:56  https://www.youtube.com/watch?v=Kns0-V\_sXLQ  Play once all the way through and see if students are able to fill the gap. play the video with pauses to give time to fill the answers, then again to check the answers. Check comprehension of answers.  Facilitate a quick class discussion about the differences between the underground in China and in London.  Students practice the dialogue in pairs and choose some pairs to perform to the class. |
| *5 minutes*  Cool down  A fun, calming activity to wrap up lesson. Reward good behaviour. | Revisit new vocabulary from dialogues and get students to explain meaning of words. If there’s time, students may want to re-watch full video from the activity. |

**Names**

**London and Movies**

**Read the text.**

1. **What do you think the people are talking about?**
2. **Do you think this is from a funny movie or a serious movie?**

**Watch the video and fill in the gaps:**

Q: Where are you \_\_\_\_\_\_\_\_\_?

J: Temple *Tube Station*, along with half of \_\_\_\_\_\_\_\_\_.

Q: Oh! I see you, there you are.

J: Yeah, I know where I am, Q! Where’s he?

Q: Give us a second, I’m \_\_\_\_\_\_\_\_\_\_\_\_\_ for him.

J: There’s \_\_\_\_\_ \_\_\_\_\_\_\_\_\_ people, I can’t see him.

Q: Welcome to *rush hour* on the tube, not something you’d know much about.

J: The train’s \_\_\_\_\_\_\_\_\_\_\_, do I get on the train?

Q: Don’t get on the train, I’m not \_\_\_\_\_\_\_\_ he’s on it, give us a minute.

D: Do I get on the train?

Q: Bond?

J: What?

Q: Get on the train.

A: He’s \_\_\_\_\_\_\_\_\_ to get on.

J: \_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_, please? Open the door! \_\_\_\_\_\_\_\_ and safety, carry on.

Q: Where are you?

J: Take a wild guess, Q.

Q: He’s *in disguise* now, he’s dressed as a \_\_\_\_\_\_\_\_\_\_\_\_.

J: ‘Course he is.

Q: Where’s he \_\_\_\_\_\_\_\_\_\_? Where’s he going?

J: He’s going for M. Tell Turner, get her \_\_\_\_\_\_\_\_\_\_ of there!

**Can you see any differences between London’s Tube and Beijing’s Subway? What are they?**