

FORM Lesson Plan - GE

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Name	Joel Swagman	Date / Time of obs	11/01/2016
Class code	H1AG-EB-1513	No. of students	18 on register—12-14 regular attenders
Main aim	Speaking: Talking about abilities and interests	Subsidiary aims	Useful language Review: can, like Introduce: good at...
Materials	Life Elementary textbook, Life Elementary software (on cloud) PowerPoint, pictures for posting around the room, crossword questions to post around the room, blue tac, white board markers, erasers, paperclips, cards for matching in pairs Handouts: sheet for matching pictures to jobs sheet for marking sentence stress, Listening transcript (for detailed listening), Sheet for matching partner to a job, Find Someone Who Crossword Puzzle to complete in pairs,	Signposting	<i>All signposting on PowerPoint:</i> Useful language elicit questions for lead-in,

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	Homework (quizlet address)		
Timetable fit	Class number 6 (10 hours previously completed). The 5th lesson on Unit 4		
Anticipated problems (lateness, class size, dynamics etc.)		Solutions	
1). Some students may be late 2). Some students have a tendency to work individually even when told to work in pairs 3). Some of the students may not understand vocabulary related to volunteer jobs. 4). Students may not understand the concept of the gap year, on which the context for this lesson is based		1). Opening activity (lead-in, matching pictures) is a warmer that is not necessary to do in order to understand the rest of the lesson 2). Give students a handout to write the answer on. Give only one handout to two people, forcing the students to work in pairs. 3). Deal with this briefly by showing pictures on PowerPoint and eliciting correct words. 4). Introduce the concept of a Gap year in the lead in.	

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Fill out this section **ONLY** if you are teaching a skills lesson.

Which specific skills will the learners practice? *e.g. reading for gist and detail, writing an email, speaking on the phone etc.*

Speaking about abilities and interests

Potential learner problems with skills

Possible solutions

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1). Accuracy often drops during free production

2). Pronunciation is an issue. Particularly, the dropping of final consonant sounds

1). Delayed correction to raise students awareness

2). Hot correction during controlled practice activities. Delayed correction in fluency activities.

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Time / Interaction	Stage Name and Aim (why)	Procedure (what you and / or students and/or TA will do)	Observer comments
00:05 T—Ss Ss--Ss	Lead in Aim * To familiarize students with topic of “Gap Year”	Teacher shows pictures to students. Asks: “Do you know what we are going to talk about today?” Students who have done the homework should have an idea. Answer: “Gap Year” Teacher asks: “What is a gap year?” Attempts to elicit answer from class, before giving answer on PowerPoint. Two questions are given for students to discuss in pairs: (Given orally by teacher first, and then shown on PowerPoint afterward). Are Gap Years Popular in Vietnam? Imagine you are 18. Would you like to take a gap year? Talk with partner. Feedback with teacher	

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05—10 T—Ss Ss—Ss T--Ss	2 nd Lead-in Aims: * to familiarize students with the listening schemata that will be used in the textbook	On PowerPoint, Teacher shows the words Volunteer work. Attempts to elicit “What is Volunteer work?” Students who have done the homework should have an idea. Answer is brought up on the PowerPoint. In pairs, students walk around the room and match the 6 pictures to the descriptions. Feedback on PowerPoint.	
10—20 CD---Ss	Listening Aim * To set a context for the useful language the students will be using. * To introduce Useful language	Teacher directs students to open their textbook. With the aid of the PowerPoint, asks students to identify what the website offers. (Answer: volunteer jobs). Gist Listening: Students listen and identify which job volunteer job the caller is interested in. Detailed listening: Students listen a second time, and match the phrases to the transcript.	

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20-25 T--Ss	Presentation of Form Aim: * To get students to notice the various verb forms on the useful language	On PowerPoint: Like +Ving and Can + v1 are both review, so move quickly through these sections good at + Ving is a new language form.	
25-35 Activity: Ss-Ss Feedback: T--Ss	Controlled Practice 1 Aim: * To practice the form of the verbs	Students complete the crossword puzzle by putting in the correct form of the verbs. The questions are placed around the classroom. The students walk around the class in pairs. Feedback is on PowerPoint.	

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35-45	Pronunciation Aim: * For students to practice Sentence stress	First, teacher tells students to close the book. The first stage is receptive. Students listen to the CD, and attempt to identify the stress on their papers. Check answers with Interactive technology. Listen and repeat with teacher. Then, practice pronouncing these words in pairs.	
45-55 Introduction : T—Ss Activity: Ss-Ss	Controlled practice 2	Find someone who: Teacher explains the rules. Students need to change the sentences from statements to questions. To ensure that students understand, go around the class. Each student asks one question to the teacher. Some of the statements are phrased in the negative, but the question will be in the positive. If this comes up, teacher will correct as needed.	

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		Afterwards, emphasize to the students that questions 1,2,3,7,8 will require a yes answer, whereas questions 4,5,6 will require a no answer	
55-65 Ss-Ss Feedback T--Ss	Introduce vocabulary Aim: To Introduce a list of volunteer jobs that will be needed for the next stage of the lesson	Students are given a list of ten pictures, and ten descriptions. They have to match the descriptions to the jobs. The feedback is on PowerPoint.	
65-75 Ss--Ss	Freer Production 1 Aim: To build speaking fluency	Students are given a list of ten jobs and interview their partner to decide which job is suitable for their partner. First, teacher demonstrates with one of the strong students. Then, students are given some time to think of questions they may like to ask their partner. Then, they interview their partner, and select an appropriate job for them.	

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75-110 Ss--Ss	Freer Production 2 Aim: To build speaking fluency	In pairs, students create a volunteer job. They then interview their classmates, to select who they think would be best for the job.	
110-115 T--Ss	Check Homework Aim: Encourage student self study	Teacher checks which students have done the homework from the previous class, and awards points according. https://quizlet.com/_1vmtxf Give out homework for next time: https://quizlet.com/_1w437i	

* Example, T – Class, Class – T, Pairwork, Groups of 3 or 4, mingle, etc