

Lesson Plan

Micro teaching video link:

https://drive.google.com/file/d/16b9bJYIaKH0fS9eOgxJD9EI_KMMkiIae/view?usp=sharing

| Business/Materials | Lesson Objectives | | | |
|--|--|----------------------------|----------------------------|----------------------------|
| <p>Listening source: BBC – How Fashionable is Business?</p> <p>Printed Note Taking Forms Picture Prompts</p> <p>Technology: Google Classroom (LMS), Mentimeter, Quizlet, Wordwall</p> | <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Identify main ideas and key details about the fashion industry from a short news report. • Complete a guided note-taking form with at least 4 out of 5 key pieces of information from the listening. • Express their opinions about the fashion business using at least 4 new words. • Engage in structured pair and group discussions with clear opinions and reasons. | | | |
| Warm-up and Objective Discussion (10 minutes) | | | | |
| <p>Warm up – Think and Share (T uploads a piece of reading about “Fashion Business” on Google Classroom which Ss have to read at home before class.)</p> <ul style="list-style-type: none"> - T asks Ss to work in pairs and share their thoughts in regard to the reading that T assigned. - T shows some pictures about runway, fashion shows, models, and famous fashion brands and asks Ss to open Mentimeter to share their ideas. <p>Objective Discussion:</p> <ul style="list-style-type: none"> - T explains that Ss will: <ul style="list-style-type: none"> • Listen to a news report about fashion business in the UK. • Listen to complete a note and use it to summarize the listening. • Express your opinions about fashion business using at least 4 new words. | | | | |
| Instruct and Model (10 minutes) | <input type="checkbox"/> R | <input type="checkbox"/> W | <input type="checkbox"/> L | <input type="checkbox"/> S |
| <p>Pre-teaching Vocabulary:</p> <ul style="list-style-type: none"> - T assigns a Quizlet flashcard set via Google Classroom which Ss have to complete studying and practicing at home. <p><i>Target vocabulary: industry (n), manufacturing (n), creative (a), global (a), ship (v), complex (a), source (v), marketing (n), brand (n).</i></p> <ul style="list-style-type: none"> - T shows the target words again, models pronunciation, and has Ss repeat chorally and individually. - Ss review the target vocabulary items by playing Wordwall (multiple choice game). <p>Pre-Speaking – Brainstorm:</p> <ul style="list-style-type: none"> - T uses a spider diagram to brainstorm with Ss: <i>How can a fashion business survive?</i> - Ss work in groups of 4 and share their ideas using the spider diagram. | | | | |
| Guided Practice (20 minutes) | <input type="checkbox"/> R | <input type="checkbox"/> W | <input type="checkbox"/> L | <input type="checkbox"/> S |

First and Second Listening:

- T gives each S a note-taking form.
- T explains that Ss will listen and try to complete the note individually.
- T plays the recording TWICE.
- Ss listen and complete the note.

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| 1. Size of the fashion industry _____ of the UK car industry. 2. The fashion industry includes: _____, _____, _____ 3. Money spent each year: _____ 4. It's competitive because _____ fail in their first _____. 5. What young designers do: _____, _____, _____. 6. To stay successful you must be a(n): _____. |
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Pair Check and Correct:

- After completing the note, Ss swap their notes with the person next to them.
- Ss try to read others' notes and use pencils to circle information that is different from theirs.
- Ss have TWO minutes to discuss in pairs explaining why they circle that information.
- T shows and explains answers.

While Speaking:

Activity: This makes me think that!

- After listening, each S uses the frame: "This makes me think that..." to share one idea, and the partner responds: "What you said makes me think that..."
- T shows a sample and asks 2 Ss read out loud.
- Ss practice and keep talking until T signals stop.
- T encourages continued speech and taking notes while speaking.
- T monitors and provides vocabulary and grammar help.

Activity: Sharing

- After working in pairs, T invites different pairs to share their discussion to the class.
- T encourages Ss to talk without using written notes; however, Ss are allowed to use written notes.

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| Independent Practice (20 minutes) | <input type="checkbox"/> R | <input type="checkbox"/> W | <input checked="" type="checkbox"/> L | <input checked="" type="checkbox"/> S |
|--|----------------------------|----------------------------|---------------------------------------|---------------------------------------|

Post Speaking/Listening:

- T asks Ss to work in groups and discuss the question: "Do you think fashion is more about business or creativity? Why?"
- Ss work in groups of 4, discuss and share their thoughts. Ss are encouraged to use at least FOUR new words and give at least THREE reasons.
- T helps Ss brainstorm ideas.
- T provides some useful structures to before letting Ss share their thoughts.
- T posts the question on Mentimeter, and Ss work in groups of 4 to share their ideas.
- Ss have to write their groups' names before writing ideas so that other groups know whose ideas to debate.
- T monitors, takes notes on grammatical errors for delayed feedback, and provides useful

vocabulary.

- After discussing time, T invites each group to share their thoughts.

Assessment

R

W

L

S

- Ss complete an online quiz at home about new words they have learned today.

- Ss upload videos of them presenting their thoughts and their oral summarize of which they took notes in the listening activity on Google Classroom.