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| <b>FORM</b><br><b>Lesson Plan - SJ</b> |                            |                              |
| <b>Document Code:</b> FM-AMD-01c       | <b>Version No:</b> 1.3     | <b>Process Owner:</b> ELT/AC |
| <b>Last Updated:</b> 18/11/2013        | <b>Prepared by:</b> ELT/AC | <b>Reviewed by:</b> OPS/OPS  |

|                                                                                                           |                                                                                         |                                                                   |                                                                                                |
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| <b>Name</b>                                                                                               | Joel Swagman                                                                            | <b>Date / Time of obs</b>                                         | 18:00--19:00                                                                                   |
| <b>Class code</b>                                                                                         | H1AG-PB-1608                                                                            | <b>No. of students</b>                                            | 14                                                                                             |
| <b>Main aim</b>                                                                                           | Students gain speaking fluency practice in the context of phoning about an online order | <b>Subsidiary aims</b>                                            | * students related to the online order<br>* students<br>* Students feature of the friendliness |
| <b>Materials</b>                                                                                          | Book, handouts, speaking cards, CD (on interactive software), GoogleSlides (on Drive)   | <b>Signposting</b>                                                | <i>Useful phrases from the IWB</i>                                                             |
| <b>Timetable fit</b>                                                                                      | This is the 5th of 6 lessons related to a unit on the Environment                       |                                                                   |                                                                                                |
| <b>Anticipated problems</b> (lateness, class size, dynamics etc.)                                         |                                                                                         | <b>Solutions</b>                                                  |                                                                                                |
| Lateness is an issue. It is possible that at the beginning of class there may be only one or two students |                                                                                         | Have a lead-in discussion about the topic and expand the lead-in. |                                                                                                |

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

## Lesson Plan - JS

**Which specific skills will the learners practice?** *e.g. reading for gist and detail, writing a film review, speaking fluency, pronunciation, intonation*

| Potential learner problems with skills                                                                                                                                                                     | Possible solutions                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>students will have trouble making the jump from recognizing the phrases to using them in free production</p> <p>Students tend to pronounce phrases in a flat way without the appropriate intonation</p> | <p><b>Drilling the phrases will help with pronouncing them.</b><br/> <b>The teacher will give the students phrases written on them that they can use during controlled practice.</b><br/> <b>Also during controlled practice the teacher will put the phrases up on GoogleSlides and drill them.</b></p> <p><b>Teacher will drill pronunciation</b></p> |

## LESSON PLAN

## Lesson Plan - JS

| Time / Interaction                                                                                                                                    | Aim (why)                                                                                                                                                                                                                            | Procedure (what you and / or students and/or TA will do)                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lead-in<br>5-15 minutes<br>(Flexible time.<br>Expand if students are late in coming, reduce if enough students arrive on time.)<br>Interaction: Ss-Ss | <ul style="list-style-type: none"> <li>* To create a buffer in case students arrive late</li> <li>* For students to get speaking practice in the context of today's topic</li> <li>* To generate interest about the topic</li> </ul> | <p>Teacher gives students a half sheet of paper with 3 questions on it. Students Talk to 3 different people, and make brief notes about their answers. Then brief whole class feedback.</p> <p>Feedback with "How many people..." questions.<br/>e.g. "How many people think online shopping is very popular in Vietnam?"</p> <p>"How many people would buy clothes online? How many people would never buy clothes online? How many people would buy food online? How many people would never buy food online?"</p>             |
| Reading lead-in<br>5 minutes<br>Interaction: Textbook--Ss                                                                                             | <ul style="list-style-type: none"> <li>* To set the context for the listening</li> </ul>                                                                                                                                             | <p>Teacher directs students' attention to section number 2 of the textbook. (Page 64). Teacher sets time limit of 2 minutes. Students read the section, then compare their answers with their partner, and then whole class feedback.</p>                                                                                                                                                                                                                                                                                        |
| Listening<br>10 minutes<br>Interaction: Cd--Ss                                                                                                        | <ul style="list-style-type: none"> <li>* To give students listening practice</li> <li>* To provide input for the students which will be later used in the speaking activity</li> </ul>                                               | <p>Teacher directs students' attention to #3 in their textbook. Teacher plays the CD, and students answer the questions. Students check with a partner. Possibly the CD is played again if the students request it.</p> <p>Whole class feedback. Teacher nominates students to answer.</p> <p>If students have trouble answering questions (as they often do) the teacher will replay the relevant sections of the CD again.</p> <p>After the listening exercise finishes, the teacher gives the transcript to the students.</p> |

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| Sorting activity<br>10 Minutes<br>Interaction:<br>Worksheet-Ss            | * To promote noticing of the different categories of telephone expressions.                                                          | The teacher gives students a worksheet to sort the expressions into.<br>The students' attention is directed to the underlined words in the transcript. Students are told to sort the expressions into the appropriate categories.                                                                                                                                                                                                                                                        |
| Check meaning<br>10-15 minutes<br>Interaction:<br>Ss--Ss<br>PowerPoint-Ss | * To ensure that students correctly understand the meaning of all the highlighted expressions                                        | On Googleslides, the teacher puts up CCQ questions to ensure that the students understand the meaning.<br>If there is extra time, the students can first match the meaning to the expressions in groups, and then do feedback on the GoogleSlides                                                                                                                                                                                                                                        |
| Intonation<br>5 minutes<br>Interaction:<br>Cd--Ss                         | * A discovery activity for students to encourage noticing of the meaning of intonation patterns                                      | Teacher directs students' attention to #5 of the textbook.<br>Teacher plays CD, and students determine whether the intonation was friendly or unfriendly.<br>Afterwards, teacher elicits from students what made some of the intonations friendly. (A flat or falling intonation is unfriendly, whereas a rising and falling intonation sounds friendly.)                                                                                                                                |
| Drilling<br>5 minutes<br>Interaction:<br>T--Ss                            | * For students to practice pronunciation and (mainly) intonation of 5 of the useful phrases needed for telephone conversations       | Teacher plays the CD for section 5B. Students are encouraged to mimic the rising and falling pitch with their hand gestures. Then teacher repeats the phrases as a model (using hand gestures as a guide) and students repeat afterwards.                                                                                                                                                                                                                                                |
| controlled practice:<br>10-15 minutes<br>Interaction<br>Ss--Ss            | * For students to get controlled practice using the useful phrases for phoning about an order<br>* For students to practice speaking | Teacher assigns students pairs. Teacher assigns roles (customer, and Customer sales assistant.) Students speak, and teacher monitors. Delayed correction. (Possibly immediate correction on any dropped /s/ phonemes.)<br>After delayed correction, students will switch roles, and do a new role play.<br>In order to encourage students to use the useful phrases, teacher will encourage students to reference their handout, and also put the useful phrases up on the GoogleSlides. |

## Lesson Plan - JS

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| Free practice<br>15-20 minutes<br>(Unlikely to have time for this during the first hour, so quite possibly this will either get cut or pushed to after the break)<br>Interaction:<br>Ss--Ss | <ul style="list-style-type: none"> <li>* For students to get free practice using the useful phrases for phoning about an order</li> <li>* For students to practice speaking</li> </ul> | <p>Teacher sets up two circles. Students are assigned roles as either customers or customer service assistants. Students are instructed to take one card and read the situation. They then role play the situation, and take another card.</p> <p>After 2 or 3 minutes, the teacher stops the interaction and gives delayed feedback on any mistakes. Then students change partner and repeat again.</p> |  |
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\* Example, T – Class, Class – T, Pairwork, Groups of 3 or 4, mingle, etc

## Lesson Plan - JS

|                  |  |                     |  |
|------------------|--|---------------------|--|
| Teacher:         |  | Observation number: |  |
| Date & Time:     |  | Number of students: |  |
| Class/ level:    |  | Text :              |  |
| Lesson overview: |  |                     |  |

## Summary

Strengths:Things to consider:Overall:

## Lesson Plan - JS

**Professional Development Actions:**

**Observer:**

**Date:**

\* = suggested for standard or higher.  
0.5 = partially met  
1.0 = fully met

|     | Section 1a: All lessons - planning / pre-observation meeting                                                | Score |
|-----|-------------------------------------------------------------------------------------------------------------|-------|
| 1*  | Lesson plan is complete and professionally presented                                                        |       |
| 2*  | Lesson plan has a clearly defined language and/or skill aim(s) that is/are measurable                       |       |
| 3*  | Lesson plan has comprehensive and descriptive language analysis that relates to lesson aims                 |       |
| 4*  | Lesson plan has realistic/thoughtful predictions of potential problems and appropriate solutions            |       |
| 5   | Predictions of problems with target language/skills show a clear understanding of students' ability and age |       |
| 6*  | Interaction patterns (e.g. working in pairs, small groups, open class) are included                         |       |
| 7   | Interaction patterns are varied, well-planned and appropriate                                               |       |
| 8*  | Stage procedures (i.e. what the teacher and students are going to do) are clear                             |       |
| 9*  | Stage procedures are descriptive and appropriate considering stage aims                                     |       |
| 10* | Staging is logical in terms of overall lesson aims                                                          |       |
| 11  | Stage aims are clear, measureable, clearly defined and appropriate for the age group                        |       |
| 12* | Planned pacing shows an awareness of time constraints                                                       |       |
| 13* | Planned pacing is appropriate to the students' needs                                                        |       |
| 14* | Teacher has planned to present and practice language through an appropriate context                         |       |

## Lesson Plan - JS

|              |                                                                                       |            |
|--------------|---------------------------------------------------------------------------------------|------------|
| 15*          | Teacher has planned suitable productive activities                                    |            |
| 16*          | Productive activities have communicative purpose                                      |            |
| 17*          | Feedback is planned at appropriate points throughout the lesson                       |            |
| 18*          | Teacher has planned an appropriate balance and frequency of stirrers and settlers     |            |
| 19*          | Lesson includes a fun warmer                                                          |            |
| 20           | Lesson contains a high level of creativity/use of imagination/self produced materials |            |
| <b>Total</b> |                                                                                       | <b>0.0</b> |

|     | <b>Section 1b: All lessons - classroom practice</b>                                                                                             | <b>Score</b> |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 1*  | Teacher sets up classroom to effectively facilitate classroom practice (e.g. by arranging chairs effectively)                                   |              |
| 2   | Teacher greets students as they arrive                                                                                                          |              |
| 3*  | Instructions are generally clear.                                                                                                               |              |
| 4   | Instructions are very clear and effective (e.g. use of models, gestures, examples, use of imperatives, etc.)                                    |              |
| 5*  | Checking comprehension of instructions is effective, and ICQs are present if required                                                           |              |
| 6   | Checking comprehension of instruction is consistently effective and purposeful                                                                  |              |
| 7*  | Checking comprehension of concepts is effective, and CCQs are present                                                                           |              |
| 8   | Checking comprehension of concepts and CCQs ensure student comprehension                                                                        |              |
| 9*  | Activity setup (i.e. arranging students, distributing materials, setting time limits) is effective                                              |              |
| 10  | Activity setup is consistently well thought-out, shows obvious signs of forethought and planning                                                |              |
| 11* | Introduction/presentation of language is effective and covers meaning in context                                                                |              |
| 12* | Introduction/presentation of language is effective and covers form                                                                              |              |
| 13* | Introduction/presentation of language is effective and covers pronunciation                                                                     |              |
| 14  | Introduction/presentation of language uses an age appropriate context, ensures student comprehension, and takes into account predicted problems |              |
| 15* | Practice of skills is effective                                                                                                                 |              |
| 16* | TTT is appropriate and language is graded                                                                                                       |              |
| 17  | TTT is consistently limited, handing more responsibility over to SS and increasing their amount of production                                   |              |

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|-----|------------------------------------------------------------------------------------------------------------------|--|
| 18* | Feedback activities are present                                                                                  |  |
| 19  | Feedback is effective, efficient, purposeful and consistently varied                                             |  |
| 20* | Error correction is present                                                                                      |  |
| 21  | Error correction takes place at appropriate points in the lesson                                                 |  |
| 22  | Error correction is consistently targeted and effective, and ensures comprehension of the correction by SS       |  |
| 23* | Teacher is aware of weak or strong students and has strategies to manage them                                    |  |
| 24* | Level of challenge is sufficient                                                                                 |  |
| 25  | Level of challenge is high (e.g. students are encouraged to produce natural language)                            |  |
| 26* | Level of challenge is adjusted in response to student performance                                                |  |
| 27* | Staging, pacing and interaction patterns generally follow the lesson plan                                        |  |
| 28* | The amount of practice for students is sufficient                                                                |  |
| 29* | Teacher provides opportunities for production during the lesson                                                  |  |
| 30  | The amount of production from students is high and appropriate                                                   |  |
| 31* | The language being practiced is useful and authentic                                                             |  |
| 32* | Activities are effective in meeting their stage aims                                                             |  |
| 33* | Activities motivate students through competition/fun                                                             |  |
| 34* | Teacher ensures that all students are engaged and involved in activities                                         |  |
| 35  | Teacher monitors effectively and promotes output                                                                 |  |
| 36* | Teacher creates opportunities for personalisation                                                                |  |
| 37* | Rapport and classroom atmosphere are positive                                                                    |  |
| 38  | Rapport and CA are very positive (e.g. SS addressed by name, consistently praised, cooperation present)          |  |
| 39* | Classroom and behaviour are well-managed (e.g. VN limited; students are on task and focused, etc.)               |  |
| 40  | Teacher effectively adapts lesson plan to deal with emergent language/conditions/student questions               |  |
| 41* | Lesson aims are sufficiently met (e.g. target language is presented, practiced and produced)                     |  |
| 42* | Teacher identifies issues in observation feedback                                                                |  |
| 43  | Teacher effectively self-assesses and diagnoses issues in observation feedback and is able to reflect critically |  |
| 44* | Materials are appropriate to the lesson aims and age group                                                       |  |
| 45  | Materials are creative / creatively adapted from the course book or the supplementary resources                  |  |

## Lesson Plan - JS

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|--------------|-------------------------------------------------------------------------------------------------------------|------------|
| <b>46</b>    | Teacher has focused on a previously identified area (e.g. giving instructions) and shown marked improvement |            |
| <b>Total</b> |                                                                                                             | <b>0.0</b> |

|              | <b>Section 2: EY – Super Juniors and Smart Teens</b>                                                                     | <b>Score</b> |
|--------------|--------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>1*</b>    | CM system is present on whiteboard                                                                                       |              |
| <b>2*</b>    | CM system is very effective in controlling SS behaviour and is referred to throughout the lesson                         |              |
| <b>3*</b>    | Classroom organisation is effective (e.g. students are familiar with routines, TA participates/assists)                  |              |
| <b>4*</b>    | Lesson has content/themes relevant to YLs' lives                                                                         |              |
| <b>5*</b>    | Teacher creates a caring and supportive YL friendly classroom environment (e.g. secure, comfortable, builds self-esteem) |              |
| <b>6</b>     | Use of TAs aids learning through small group work, and individual or weak student attention                              |              |
| <b>Total</b> |                                                                                                                          | <b>0.0</b>   |

|              | <b>Section 3: Use of Edu-tech</b>                                                                   | <b>Score</b> |
|--------------|-----------------------------------------------------------------------------------------------------|--------------|
| <b>1</b>     | Teacher demonstrates effective use of tech tools such as the IWB or tablets                         |              |
| <b>2</b>     | Teacher uses tech tools to promote an interactive classroom                                         |              |
| <b>3</b>     | Teacher enhances SS motivation through the use of the IWB                                           |              |
| <b>4</b>     | Teacher enhances level of challenge through the use of the IWB                                      |              |
| <b>5</b>     | Teacher uses wide range of visual images and/or audio to support learning                           |              |
| <b>6</b>     | Teacher experiments with software (e.g. ActiveInspire, Prezi) to enhance delivery of lesson content |              |
| <b>7</b>     | Use of tech tools facilitates achievement of lesson aims                                            |              |
| <b>8</b>     | The use of tech tools promotes a student centred classroom                                          |              |
| <b>Total</b> |                                                                                                     | <b>0.0</b>   |

## Lesson Plan - JS

| Final Assessment                                   | Points available | Points awarded | Assessment key  | Points |
|----------------------------------------------------|------------------|----------------|-----------------|--------|
| Section 1a                                         | 20               |                | Not to Standard | 0-30   |
| Section 1b                                         | 46               |                | Low Standard    | 31-39  |
| Section 2 – Super Juniors & Smart Teens            | 6                |                | Standard        | 40-49  |
| Section 3 - Edu-tech                               | (8)              |                | High Standard   | 50-59  |
| <b>Final Lesson Total (section 1 &amp; 2 only)</b> | <b>72</b>        | <b>0.0</b>     | Above Standard  | 60-72  |