

PHASE 1 LESSON PLAN TEMPLATE

Directions:

A. Students and Setting:

- **Level** : Intermediate
- **Lesson type**: reading- grammar
- **Lesson length** : 40 minutes (20 minutes for *reading* and 20 minutes for *grammar*)

There are 12 adult learners (their age varies from early 20s to early 50s) in this class. They are taking an intermediate course and have two-hour lessons twice a week at Bourguiba Institute of Modern Languages (training public school) in Tunisia. I have been teaching this group for nearly six months. Some of them have been working together for the past two years. They are highly motivated and eager to learn.

. B. Background:

This lesson is about education. It is the beginning of a new unit. Learners have already learnt high frequency words and phrases related to education. The reading text is authentic because it is adapted from The Times newspaper. It looks at the experience of a 35-year old journalist who spent a week, as a pupil, at a UK secondary school. As adult learners, my students will find the text appealing because they live almost a similar experience but certainly with different aims. Their primary reason for learning English is work-related.

This lesson is an expansion of a lexical area related to the same topic. It also revises first conditional type sentences and introduces future time clauses with when, until, as soon as , before ect.



C. Learning Objectives/Expected Results

- Students already have some basic understanding of vocabulary related to education which allows them to read the text for general understanding of as well as reading for details.
- Students should be familiar with basic first conditional type sentences from their previous Pre-Intermediate course. They will learn to use unless (if ... not) and other future clauses beginning with when, as soon as , before etc.

By the end of the session the learners will be able to identify structures and demonstrate knowledge of the first conditional sentences and the present tense in other time clauses after when, as soon as, until... Continued practice in later lessons will help them use the grammatical structures in context.



D. Materials and Sources:

Materials

- **Realia:** the natural environment of the class: building, classroom, board, books, pens.
- **Handout 2 and 3:** New English File, Student's Book
- **Handout 4:** New English File, Teacher's Book
- **Handout 5:** New English File, Workbook

Sources

- New English File, Student's Book Intermediate , Clive Oxenden and Christina Lathan-Koenig, Oxford University Press 2006, File 4 Lesson A page 54-56
- New English File, Workbook Intermediate, Clive Oxenden and Christina Lathan-Koenig, Oxford University Press 2006, pages 35,36
- New English File, Teacher's Book Intermediate, Clive Oxenden and Christina Lathan-Koenig, Oxford University Press 2006, 182

New materials for Phase 2

Pictures: School Today Vs. When We Were Kids/ **handout 1**

Source: <http://www.buzzfeed.com/mikespohr/school-today-vs-when-we-were-kids#.vcj1mrevd>



E. Procedures / Timing

- **Level** : Intermediate
- **Lesson type**: reading- grammar
- **Lesson length** : 40 minutes

Stage	Teacher does/says . . .	Students do/say . . .	Interaction	Time
Reading Lead in	<p>Stage aim To create interest in the topic of the lesson.</p> <p>a. -Shows books, pens, the board as realia to introduce the topic of education</p> <p>-Asks : examples ‘ What do we need books and pens for?’ ‘ What do you think of schools nowadays ? ‘Is it getting easier or harder ?’ ‘ Are high school students more or less disciplined?’</p> <p>b. Gives handout 1: School Today Vs. When We Were Kids 8 photos</p>	<p>Answer the teacher’s questions, describe pictures , ask and answer each other.</p>	T-S	4
Pre reading	<p>Gets students involved by focusing on the photo (handout2: a photo and a text with gaps) and elicits answers to questions a</p>	<p>Find out the answer</p>	Whole class	1
Reading for gist	<p>Gets students read for a general understanding of the text</p>	<p>a- read the introduction and find out to question b</p> <p>b- should just try to get a general understanding of the text. They should not worry about the gaps at this stage.</p>	Whole class	2
Reading for	<p>gets students read the text again</p>	<p>a-read the text again</p>		



details	for a detailed understanding to: -to complete the gaps -answer questions	and try to complete the gaps with phrases A-H question c b-compare their answers in pairs before checking answers. c-In pairs , focus on the highlighted words and phrases to help with unknown words from context.	S-S	6
Feedback	Checks understanding and focuses on pronunciation	Drill words and phrases chorally and individually.	Whole class	2
Speaking	-Gets students to share experience -Demonstrates the activity based on question f by talking about a subject (French or Maths) - Moves around, monitors and helps	Work in pairs.	S-S	3
Feedback	Encourages students to talk about their personal experience	Express their ideas and talk about their personal experience.	Whole class	2
<u>Grammar</u> Presentation	-focus on form and meaning -Writes a marker <u>sentence on the board.</u> If I pass my exams, I will go to university. Focus on meaning A. -asks: ‘ Is the sentence about the present or the future? (future) -Teacher invites students to make first conditional of their own thinking about the phrases for things they might do after university.	Answers the teacher’s questions.		



	<p>-Reminds the class that the clauses can be reversed, but without a comma.</p> <p>B-Teacher:</p> <p>- lists on board:</p> <ul style="list-style-type: none"> • When-after (introduce events that happen first)- as soon as • Before- until (introduce events that happen second)- by the time • while (introduces an event that will happen at the same time as another event) <p>Teacher writes a marker sentence.</p> <p>-Damian will return to work after he leaves school.</p> <p>A. Teacher asks:</p> <p>-Which event will happen first? -Which even will happen second?</p> <p>Teacher highlights the form</p> <ul style="list-style-type: none"> • Teacher elicits the form <p>1. First conditional sentences: if (or unless) +present simple, will/won't + infinitive</p> <p>2. We use the present simple after <i>when</i>, as soon as, before and <i>after</i></p>	Provide feedback	T-S	5
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Practice 1	-Provides a guided practice on form and meaning: handout 3 -Demonstrates by making one or two true sentences	Read the rules individually and do the exercises in small groups of 3 .	S-S	5
Feedback 1	checks understanding of meaning and form and focuses on pronunciation	Answer and drill sentences from the exercise chorally and individually.	Whole class	3
Practice 2	Provides freer practice: handout 4/ mingling activity	Mingle and try to match their sentences halves to others. (Students will be given one beginning and one end. There are 12 learners, so they will have more than one beginning and end.	S	5
Feedback 2	Reinforces understanding	In pairs or groups provide feedback.	Whole class	1
Set homework	Teacher reinforces the grammar point: handout 5/ homework	Exercise 4 – page 35;36 – New English File – Intermediate Workbook	S	1

F. Learner feedback /Formative assessment

My students will find the text appealing because they live almost a similar experience but certainly with different aims. Their primary reason for learning English is work-related . They will be able to formulate predictions about the text. They assess each other while discussing the pre-reading questions and describing pictures. They will be able to speak clearly and make excellent eye contact. The teacher assesses indirectly student's performance by checking understanding of meaning and form and focusing on pronunciation.

During pair, group and the mingling activities teacher observes students' interactions, moves around, monitors and helps. He/ She encourages students to correct each other.



This formative assessment will reduce frequency of errors in an anxiety-reduced environment.

G. EXTENDED REFLECTION - ADDITIONAL ELEMENTS IN PHASE 2

(a)

This lesson is not very different from the plan in week 2. Taking into account my peers' feedback, modifications have been introduced to make it more concise.

A pre-reading activity has been added to help students formulate more predictions about the text.

(b)

Reading

We have been using *New English File Intermediate Student's Book, Workbook and Teacher Book*. The Student's Book has seven Files. Each File is organized in A,B,C lessons. This lesson is based on File 4 lesson A.

The reading text is authentic because it is adapted from The Times newspaper. It looks at the experience of a 35-year old journalist who spent a week, as a pupil, at a UK secondary school..

The availability of authentic realia: classroom components; pictures, board, pens, books... help learners to practice in a natural setting.

Reading will provide learners the occasion to read for gist, details and to understand vocabulary from context. Pair work is designed to promote learners' interaction and facilitates teacher's assessment.

Grammar

Students should be familiar with basic first conditional type sentences from their previous Pre-Intermediate course. Board is used to write marker sentences. Authentic handouts will be used to promote pair, group and mingling activities.

Pair, group and mingling activities will be used in this lesson to enable learners to assess each other guided by teacher's monitoring and encouragement.





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Phase 1 Lesson Plan Template



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