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| **Name: Jin Suk Choi Date: 07/30/11 Length of lesson: 30/ 40/ 50/ 60**  **The four seasons: Spring, Summer, Autumn, Winter** | |
| **Class Profile:** There are five advanced level adult English learners. Mixed ages.  L1 language is Korean. Everyone is here earning their TESOL certification. | **Lesson Fit:** This is the Speaking lesson which students will improve their speaking skills and learn how to present to other fellows what they have thought up. |
| **Materials:**  Board, markers, Photos, a blank  piece of papers. |
| **Main Aim:** To enable students to express their own (or group’s) thoughts in English  fluently through explaining their wall-charts they have designed about the  the season given.  **Secondary Aims:** To enable students to use appropriate skills of English in a certain  activity and let students feel comfortable speaking in English  through more STTs with .  **Personal Aims:** I want to reduce my TTT and I want to make the class very open and  Comfortable. | |
| **Anticipated Problems:**  Students might have trouble finding some words related to the topic.  Students might finish the activity earlier than the time teacher has assigned.  Activities might take shorter than I expected.   |  | | --- | | **Language Skills:**  - Listening: Ss will listen to the teacher’s instructions and their classmates’ speaking.  - Speaking: Ss will practice their speaking by the activities they prepared.  - Reading: Ss will read some words they prepared for the activity.  -Writing: Ss will write some answers of the worksheet on the board. |  |  | | --- | | **Language Systems:**  - Phonology: None to discuss  - Lexis: yellow dust, spring fever  - Grammar: None to discuss  - Function: None to discuss.  -Discourse: The four seasons. | | **Solutions:**  Teacher will allow using the library freely during the activity.  Teacher will give time to students some free time as long as they speak in English.  Teacher will prepare an extra activity just in case.  **Assumptions:**  Students already know:  - Ss have basic knowledge of the four seasons.  - Ss will not be familiar with the term yellow dust and spring fever. |

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| **References**   1. <http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=102&oid=089&aid=0000139037> 2. <http://blog.naver.com/a72520?Redirect=Log&logNo=30108494186&topReferer=http://cafeblog.search.naver.com&imgsrc=20110512_183/a72520_1305177393399zAkM3_JPEG/BBE72.JPG> | | | |
| **Time**  **Interaction**  **2 Min**  **T-Whole Class**  **or T-WC**  **2 Min**  **T-WC**  **3 Min**  **T-Ss**  **3 Min**  **T-S**  **5 Min**  **S-S**  **7 Min**  **S-S**  **3 Min**  **T-WC**  **2 Min**  **T-WC** | | **Stage**  **Lead-in**  **(Pre-Activity)**  **Pre-teach**  **(Main-Activity)**  **Controlled Practice**  **Freer Practice**  **Controlled Practice**  **Post-Task)**    **Controlled**  **Practice**  **Feedback**  **Wrap up** | **Objective**  **To activate the Ss schemata. Ss will grasp today’s lesson topic.**  **Eliciting: Teacher will elicit some lexis.**  **Ss will know the explicit**  **meaning of informal and formal request.**  **Ss will become prepare for a small speech and express their thoughts in English**  **Ss will prepare for the presentation with the group.**  **Ss will come up the board and present what they prepare**  **Ss will prepare for group work.**  **Teacher will provide feedback** | **Procedure**  **Teacher greets everyone.**  **“Hello, how was everyone’s weekdays?”**  **The teacher will talk about his/her favorite seasons and ask one or two students theirs and why.**  **“Many people have different favors on seasons. I used to love winter but now I like summer better because…”**  **Teacher will begin eliciting and producing CCQ’s.**  **What’s the season that people think it’s the beginning of the year and represents ‘new start’?**  **What is the term when people get lazy and their body feels heavy in spring?**  **Teacher will show some photos to Ss and let them elicit the words such as yellow dust and spring fever.**  **The teacher will group Ss in four different groups (spring, summer, fall, winter) and each group will have 10 minutes to prepare for a small presentation (with a blank sheet of paper) about what we do in that specific season.**  **(ICQs: how many minutes do we have?**  **Are we working in groups?**  **Is only one person going to talk?)**  **Teacher will go around and monitor Ss and take questions if they have. Let Ss use the library if they need to.**  **Ss will present their topic briefly about 2~3 minutes each.**  **Teacher will let Ss talk in groups about what they want to do in each season and tell other students what they came up with.**  **Teacher will board any comments as part of error correction and ask the class “Do you have any questions about today’s lesson? If there are no further questions, this concludes my presentation. I’ll be followed by \_\_\_\_.**  **End of lesson.** |









