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| XXX Listening [ ]  Speaking [ ]  Reading [ ]  Grammar [ ]  Writing |
| **Topic: Fetch Me Something!** |
| Instructor:Lee | **Students Competency Level****Pre-Intermediate** | **Number of Students:****5** | **Lesson Length:****54 minutes** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**None |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**Ss will improve oral fluency by participating in the activities of this lesson.Ss will improve listening skills by participating in the activities of this lesson.Ss will learn to use effectively basic words like, ‘huge’, ‘amazing’ and suchlike by participating in the activities of this lesson. |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)*** Reading: **(Where did reading occur in the lesson?)**

No reading.* Listening:**(Where did listening occur in the lesson?)**

T Talk, Ss talk, lesson activities* Speaking: **(Where did speaking occur in the lesson?)**
* lesson activities, answering teacher
* Writing: **(Where did writing occur in the lesson?)**

No writing. |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)*** Phonology: **(sound)**

T Talk, Ss talk, lesson activities* Function:**(situation)**
* Lexis: **(meaning)**
* Grammar:**(language structure)**
* Discourse: **(communication)**
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| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**Students can understand language used in everyday situations if the speaker (the teacher) speaks slowly and plainly. Students have a limited vocabulary and will be able to learn additional vocabulary necessary to participate in the lesson activities.  |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be)**Ss might misunderstand the meaning of words => The teacher will provide simple examples to assist. Students could be rather aggressive towards each other while getting too involved in the activity => Teacher will encourage cooperation and enjoyment of Ss |
| References: |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** |
| Materials: **(List the Names of all materials used in the Lead-Inor Pre-Task Partof the lesson. Materials must be shown at the end of this document)**No material. |
| **Time** | **Classroom** **Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 1 min2min2 min2 min2 min2min | WholeWholeWholeWholeWholeWhole | Listen to what their teacher says.Answer to the teacher’s question.Answer to the question by bringing him something blue.Answered to the request by bringing him something enormous. Answered to the asking by bringing him something beautiful.Listen to what their teacher says. | Frist, greet students with the warmest words possible and introduce self.Ask student a question: “What do I wear? Oh, I wear ‘white’.”Come to one of the students and cast a question, “Do you have something blue?”Move to another student and request something big, “Do you have something big?”Move to another again, and this time ask something beautiful, “Do you have something beautiful?”The teacher praise students’ performance. And Move on. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**No material. |
| **Time** | **Classroom** **Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
|  3min5min3min 2min | Whole Whole2 groups. 2 Groups. | Listen to the teacher’s explanation.The summoned student demonstrates it with the teacher.Bid farewell to mates separate and welcome comrades.Students prepare themselves for engagement. | Explain the activity Summon a student to the front and demonstrate.Divide the students into two groups.Offer a prize and prepare students for engagement. |

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| **Main Activity or Task Realization Part(Practice to Production PartTeacher lead practice of the language presented and move to communication based more student centered activity)** |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**No material. |
| **Time** | **Classroom** **Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 5min1min 5min1min5min2 min | 2 Groups.2 Groups2 Groups.2 Groups2 Groups 2 Groups | Look for something beautiful together holding each other in check.Accept the consequence and prepare for the next engagement.Look for something big together putting curses on each other.Accept the consequence and prepare for the final engagement.Look for something holy together operating sporadic holding attacks.Calmly accept the consequence | Say “Fetch me something Beautiful!”Appraise students’ objects for selection of the winnerSay the next “Fetch me something Big!”Appraise students’ objects for selection of the winnerThe eagerly-anticipated final mission: “Fetch me something holy!”Appraise students’ objects for selection of the final winner and dismiss the groups. |

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| **Post Activity or Post Task Part (Wrap-Up PartClose the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**No material. |
| **Time** | **Classroom** **Set Up:** | **Student Activity and Goals:** | **Teacher Procedure & Instructions:** |
| 3 min 5 min 3m |  WholeWhole Whole | Students calm themselves and follow the teacher.Answer to the teacher’s question: “I wear black.”Happily listen to what their teacher should say. | Calm students and review the objects utilized today by saying: “This is beautiful, this is big, and this is holy!”Come to individual students and ask question, such as: “What do you wear?”Command students for their well-done performances and conclude the lesson. |