|  |  |  |  |
| --- | --- | --- | --- |
| 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…)**  The activity is more of playing in English; by participating in the activity, students can feel easy with English.  This will boost their morale, thereby better willing to speak in English as well as learning basic words, such as ‘holy’, ‘French’ etc. | | | |
| 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)**   T assigns Ss tasks of identifying what could best represent the ‘big’, ‘beautiful’ and suchlike.  Ss conduct searches for objects.   * Lexis: **(meaning)**   Basic vocabulary, such as ‘big’, ’blue’ and suchlike.   * Grammar:**(language structure)**   Basic, such as “Fetch me something beautiful!”   * Discourse: **(communication)**   Explanation of why their selection is right and better than others’. | | | |
| 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 somewhat aggressive towards each other if they get involved too seriously in the activity => Teacher must encourage harmony. An exemplary punishment could be done if necessary. However, very unlikely. | | | |
| References: | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 min  5min  2 min  2 min  1 min | Whole  Whole  Whole  Whole  Whole | Listen to the teacher and learn about him.  Listen and get immersed in the story.  Answer to the question and understand what today’s activity is like.  Answered to the question.  Follow the teacher. | Frist, greet students with the warmest words possible and introduce self.  Narrate a romance: A romance on a girl happened to be with at a restaurant who wished to be treated with proper food rather than ordering it herself.  Repeat that “the right food for her was a pasta salad.” And then come to a student, ask, “What about you? What is the right food for you if you were there?”  Move to another student and ask the same thing.  Give thanks to students and move on. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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:** |
| 3min  5min  3min    2min | Whole    Whole  2 groups.  2 Groups. | Listen to the teacher’s explanation and understand what is the activity is.  The summoned student demonstrates it with the teacher.  Bid farewell to mates separate and welcome comrades.  Students prepare themselves for engagement. | Explain the activity and demonstrate.  Summon a student to the front and demonstrate together.  Divide the students into two groups.  Prepare students for engagement. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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:** |
| 5min  1min    5min  1min  5min  2 min | 2 Groups.  2 Groups  2 Groups.  2 Groups  2 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 holy together putting curses on each other.  Accept the consequence and prepare for the final engagement.  Look for something French together operating sporadic holding attacks.  Calmly accept the consequence | Say “Fetch me something Beautiful!”  Appraise students’ objects for the selection of winner; the decision is up to the teacher’s discretion  Say the next “Fetch me something Holy!”  Appraise students’ objects for the selection of winner  The eagerly-anticipated final mission: “Fetch me something French!”  Appraise students’ objects for the selection of winner and dismiss the groups. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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:** |
| 5 min    3 min  3m | Whole  Whole  Whole | Follow the teacher reviewing what they brought.  Follow the teacher.  Be awarded according to their merits and be better confident. | Review the objects students brought.  Review the grammar and vocabulary.  Award rewards according to students’ merits (offer a prize) and conclude the class. |