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| **Topic: College Textbooks** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Rastegari, Yazdan (Joshua)** | **Intermediate** | **Young Adults** | **16** | **50 minutes** |
| **Materials:**  **-Picture**  **-Listening CD**  **-16 copies of the listening comprehension transcript.**  **-16 copies of worksheets**  **-16 intermediate learners’ dictionaries (each student is supposed to bring their dictionary to the class)**  **-Markers and whiteboard** | | | | |
| **Aims:**  **-The student will be aware of vocabulary and expressions (collocations) related to buying and selling (college) books.**  **-The student will be able to distinguish and articulate certain exclamations in various situations through listening and pair work.**  **-The student will be able to distinguish certain phrasal verbs and to use them accordingly through listening and group work.** | | | | |
| **Language Skills:**  **-Listening: Listening to teacher’s instructions, to the main listening comprehension, to other classmates, and to one self.**  **-Speaking: Answering teacher’s ICQs and CCQs, discussing and sharing the answers for listening comprehension questions, practicing and using the exclamations.**  **-Reading: Reading the transcript of the listening comprehension, looking up the new words in their dictionaries**  **-Writing: Taking notes while listening, answering the worksheet exercises** | | | | |
| **Language Systems:**  **-Phonology: listening carefully and distinguishing the sounds of exclamations**  **-Lexis: key words and collocations related to the topic of (buying and selling )college text books**  **-Function: roles of phrasal verbs in the context**  **-Discourse: expressing ideas about books (their type, price, conditions, and how to get them) and using exclamations to convey certain feelings** | | | | |
| **Assumptions:**  **Students already know:**  **-the teachers teaching style and procedure (engage, study and activate)**  **-most of the vocabulary used in the listening task though there are elements higher than their level.**  **-how to express their ideas in class though they are much dependent on the context and situation**  **-how to interact with one another through class activities (pair work and group work)**  **-the students are lively and active due to their age level** | | | | |
| **Anticipated Errors and Solutions:**  **-students may not notice the sounds of exclamations and prepositions in phrasal verbs**  **>> Instruct students to listen carefully and actively for those tiny words**  **-students may mistake “bucks” for “box”**  **>> e.g. teacher may draw a $ and write the spelling for bucks**  **-Students may be confused about using prepositions before verbs (in cooking, into cooking, or on me and onto me, which have different meanings)**  **>>more examples may be offered by the teacher to correct the possible error** | | | | |
| **References:**   * **College Textbooks. In Randall Davis website. Retrieved in December 12, 2018 from**  **https://www.esl-lab.com/textbooks/textbookssc1.htm** | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:** | | | **Materials:**  **-Picture**  **-Whiteboard and markers**  **-Dictionaries** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **5 min**  **12 min** | **Whole class**  **Whole class** | **The students answer teacher’s greeting and questions.**  **Students look at the picture and suggest answers to the teacher’s questions.**  **Students interact with the teacher, each other and their dictionaries to discover the meanings of the key words.**  **Students answer the ICQ.**  **Students listen to the instructions carefully**  **Students offer answers and built up the answer together.**  **Students answer the ICQ.**  **Students watch the board and listen carefully to the track to identify the exclamations.**  **Students share their answers with the class.** | | **Procedure**  **Lead-in**  **Hi everyone, how’s been your week so far? I heard it was Swan and Liz’s birthdays last week. A belated happy birthday to you guys. What gifts did you receive on your birthday?**  **Teacher walks in the class; shows the picture of a college student with a pile of college textbooks and asks questions:**  **-what do you see in this picture?**  **-what is he? (college student)**  **-what are these? (college textbooks)**  **-have you studied any of these topics?**  **-do you think this book is expensive?**  **-do you think this one is old or new?**  **Teacher uses some of the words and exclamations that will appear in the listening comprehension.**  **Teacher writes some of the key words that appear in the listening comprehension and ask if the students know their meaning (beat-up, buck, hold off on, be on someone, get the picture (idiom)) then he explains some of them. He also ask the students to look up the words in the dictionaries)**  **Teacher asks guiding questions about the listening track that is going to be played:**  **-teacher instructs the students that they are going to listen to a conversation.**  **Also he instructs them:**  **-listen carefully and tell me what they are talking about? He repeats, ”what are they talking about?”**  **ICQ: so what are you going to do?**  **Teacher plays the audio once and repeats his question: “what are they talking about? He encourages the students to offer a few answers and he writes their answers on the board.**  **Teacher writes some exclamation words on the board and instructs the students to listen one more time and see which words on the board appear in the conversation.**  **Teacher plays the audio one more time.**  **ICQ: what are you going to find in the conversation?**  **Teacher checks the answers with the whole class.**  **Teacher corrects their pronunciation for the exclamations.** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:** | | | **Materials: Board, markers, CD player, dictionaries, worksheets** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **18 min** | **Pair work** | **Students listen carefully to the instructions and answer the ICQs.**  **The students read fast, underline the verbs and share their answers with one another.**  **Students answer the ICQ and do the matching exercise and share the answers with each other.**  **Students answer the ICQ and do the exercise. They check the answers with each other and with the teacher.**  **Students follow the teacher’s instruction and answer the ICQs. They talk in pairs emotionally to provoke reaction so that exclamations are used properly.**  **Students stop the activity and pay attention to the teacher.** | | **Teacher passes out the transcripts of the listening track to the students and instructs them to listen again and follow word by word the content of the conversation. He tells them not to worry about difficult words just read and pass them.**  **ICQ. Should you stop and a check the meaning of new words? (No)**  **Teacher instructs the students to work in pairs (he defines the pairs carefully by pointing to students as A and B for each pair); he asks them to underline the verbs and share the answers with each other in 4 minutes.**  **ICQs.**  **-Who is A? Raise your hands? Who is B? Raise your hands?**  **-Should you underline the nouns? (No)**  **-What should you underline? (verbs)**  **Teacher passes out the worksheets to do a matching exercise and check the answers with their partners in 5 minutes.**  **ICQ: how much time do you have?**  **He checks the answers quickly. Teacher walks in the class and observes them.**  **Teacher instruct the students to put away**  **The transcripts and do exercise 2 (what they remember from the conversation and the transcript) of the worksheet (multiple answers) in 3 minutes.**  **ICQ: in how many minutes?**  **Now teachers asks the students to check the answers with their partner (if not sure then they can ask the teacher) in 1 minute.**  **Teacher corrects their pronunciations.**  **Teacher writes the list of the exclamations the students have learnt today and instructs them to work in pairs; student A expresses a feeling or explains something briefly; student B may react and respond by using proper exclamation in 5 minutes in turn.**  **Teacher chooses one of the students and demonstrates the activity. He asks ICQs on time and how to the exercise. Teacher observes the activity and helps them when necessary.**  **Teacher claps his hands to draw students’ attention for the next stage.** |
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| **Production:** | | | | |
| **Aims:** | | | **Materials:**  **Dictionaries, blank papers, board.** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **12 min** | **Group Work** | **Students all move their seats and desks to form groups while the teacher instructs them. They answer the ICQs as well.**  **Students work in groups; in each group one by one they share their ideas and reasons for their opinions. They use their dictionaries and help each other address their thoughts on the topic.**  **Students stop the discussions and pay attention to the teacher** | | **Teacher instructs the students to work in 4 groups of 4 by moving their chairs and desk. He defines the group members carefully and asks ICQs to make sure they are forming the groups right.**  **After forming the groups, teacher claps his hands to draw students’ attention. He asks the group members to discuss the following questions in 12 minutes:**  **-Do you buy or borrow your books?**  **-Do you buy used or new books?**  **-Where do you buy books generally?**  **-Do you order books online or do you go to bookstore to purchase books?**  **-What do you suggest? Why?**  **He instructs the students to use the vocabulary they have learnt and use proper exclamations.**  **The teacher corrects their mistakes and helps them find proper words in their dictionaries to express their thoughts.**  **Two minutes before the end of the activity the teacher informs them of the time limit with loud voice.**  **Teacher claps his hands and asks for students’ attention.** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** | | | **Materials:**  **Whiteboard, markers** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 min** | **Whole class** | **Students stop the group work and look at the teacher. The answer the teacher’s CCQs and respond to his expressions by using exclamations in an exaggerated more which is funny.**  **Students pay attention to what they should do as assignment.**  **They respond to the teacher’s dismissing greetings (probably a couple of the stay to ask questions)**  **The students leave the class joyfully with the zeal to come back soon for the next class.** | | **Teacher asks what the students have learnt today. He asks CCQs**  **-He makes joke by using some of the exclamations. Then he says sentences and takes reactions from the students briefly.**  **He briefly defines the homework for the next class.**  **The teacher thanks the students for active participation and enthusiasm:**  **-Good job! Well done!**  **If there is no questions then**  **See you tomorrow.**  **Have a nice evening.**  **The teacher has sufficient break time after the class to be ready for the next class with other students (the institutes should consider the teacher’s need for reasonable break time accordingly).** |
| **Notes:** | | | | |