

STAGE TIMINGS AND INTERACTION	STAGE AIM	WHAT HAPPENS	ANTICIPATED PROBLEMS AND AFFORDANCES
<p>General Re-cap of Friday's lesson 5 minutes T-S, S-T</p>	<p><b>To refresh st's memories about Friday's lesson and re-engage them with subject of human emotions</b></p>	<p><b>T to ask st's what they can remember from Friday's lesson. St's to shout out answers/thoughts. T to write on shared class google document.</b> <b>T to prompt answers about basic emotions discussed on Friday: 'disgust, fear, sadness, anger, surprise, happiness'</b></p>	<p><b>St's may need some help remembering Friday's lesson. T to prompt with suggestions. Eg. What different words were used in the TED talk last Friday? What basic emotions were covered?</b></p>
<p>Feedback of emotion disgust 5 minutes T-S, S-T</p>	<p>For sts to feedback their findings of the emotion disgust based on the work done on Friday. This will link into the next stage of the lesson</p>	<p><b>T to ask sts what words they had on their mind-map or emotions wheel relating to the word 'disgust'.</b></p>	<p><b>Sts may have difficulty remembering what words they found on Friday and will be sitting in different places. T to hand out sheets of paper used and encourage sharing of google documents. The decision to use 'disgust' first was that sts had found it the most difficult word to breakdown. T to offer suggestions if needed.</b></p>
<p>Introduction of collocations 10 mins T-S, S-T</p>	<p>To elicit collocations used with disgust. To gain examples of noun, verb, adjective, and adverb collocations. This stage is to scaffold in preparation for the next stage.</p>	<p>T to ask class for noun collocations used with 'disgust' and write examples on shared google document. T to repeat for verbs, adjectives and nouns.</p>	<p><b>T to prompt if sts having difficulty with ideas. This stage might feel a bit lengthy but I chose to do it as a whole class so</b></p>

<p>Group/individual work 15 minutes T-S, S-S</p>	<p>To collocate a specified emotion with nouns, adjectives, verbs and adverbs</p>	<p>T to allocate groups To to ask sts if they have a preference of word to collocate. T to allocate sts 10 minutes T to monitor from front of class in order to keep some distance T to give sts link to previously set up padlet to have a shared place to record findings that all can refer back to.</p>	<p>that sts are clear what is expected of them during the next stage. Sts may change the form of the word 'disgust' but that doesn't matter. Collocating is the main aim here.</p> <p><b>Sts will be in different places to Friday lesson, they can work in new groups. Moving around is problematic due to pandemic regulation.</b> <b>If Oskar is the only st on zoom (as Minna is often absent) offer the choice of another st logging into zoom or if it is his preference to work alone. If Oskar prefers to work with another st, T to ask another st to log into zoom. T to mute own zoom to prevent feedback noise.</b> <b>Link to padlet is on shared class google document so all can access link.</b></p>
<p>Class feedback 10 minutes T-S, S-T</p>	<p>To share findings collectively</p>	<p>T to share padlet on screen T to share some ideas and ask if there are anymore examples to add.</p>	<p><b>Some sts may have come up with lots of ideas and others not so many. T to ask other sts to assist and add ideas</b></p>

Corpus reminder 5 mins S-T	To remind sts of the resources they can use to encourage them to use a variety of language	T to ask sts for examples of use of some of the collocations.  T to remind sts of corpus. T to show an example of one of the emotions and how the collocations are shown.	<b>T to add link to class document incase some sts have lost it</b>
Speaking and thinking differences 5 minutes T-S, S-T	To recap on the times when you may feel something different to what you actually say and to set up next stage of lesson.	T to ask sts as a group if they can think of any situations where they say something different from how they feel. T to offer examples if necessary, for example 'small talk' or 'family' situations.	
Film clip 5 minutes Video	T show an example of when we say something different to how we feel.	T to ask sts if they have seen the film 'Inside out' and what the film is about. This film included the basic human emotions we have covered. T to play clip	<b>Video may not play well across zoom. T to add link to google document</b>
Clip feedback 5 minutes S-T, T-S	Feedback of film to elicit situations sts may have been in themselves	T to ask sts: What is going on for the little girl? What is the dad thinking about? What is happening for the mum?	<b>T to nominate if class are reluctant to feedback</b>
Various situations 5 minutes T-S, S-T	Elicit different situations that may have been difficult/awkward for sts where they say different things to have they	T to ask sts for similar situations they have been in like the film clip and other social situations. T to offer ideas eg. First dates, job interviews	<b>Sts may find this difficult to talk about. T to offer situations to support sts to speak.</b>

<p>Introduction to dialogue 10 minutes T-S</p>	<p>feel. These topics will be a basis of ideas for next stage of lesson</p> <p>To bring the last 2 lessons together and set up a task where sts will write a piece of dialogue based on a situation where someone is saying something different to what they are feeling or thinking</p>	<p>T to go through instructions for creating a dialogue. T to explain sts will write a dialogue that shows the differences between what people say and what they think/feel. Sts can base the theme on 1 of the topics they have identified earlier in the lesson, or something different. T to give a choice of using their own google doc to write the dialogue or to use comix. T to advise that if using google doc, the speaking part and thinking part should be in 2 different colours to make it easy to identify T to introduce Comix, and share screen with class. T to go through instructions of how to use comix. T to explain that the last 15-20 minutes of the lesson is to start the task so that any difficulties can be resolved.</p>	<p>The set up of using Comix needs to be very clear. T to show own trial at using it. T to allow a period of time during class to support sts with any difficulties. The option of using google docs is essential as some sts prefer to use tools and materials they are familiar with</p>
<p>Homework</p>	<p>homework</p>	<p>T to explain that the dialogue task should be completed for homework. When the homework is due</p>	<p>Sts often forget when homework is due. T to post links, instructions and due date onto google classroom.</p>

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<p>Controlled practice T-S, S-S 10 minutes</p>	<p>For sts to practice choosing the correct verbs and putting them into present continuous tense in a gap fill exercise.</p>	<p>T to refer sts back to their document. T to share document on screen and introduce sts to Stuart's day off activity. Ask sts to use present continuous for the activity. Advise students the verbs are in the box if needed. Do 1st example together and type onto shared document to check sts understanding and to refer to as an example if needed. T to advise sts that the my video will be off but will still be there if needed. This is to give sts space to do the activity T to make a note of errors for feedback</p>	<p>T to decide which errors to feed-back. If there are a lot T to decide which are most important so as not to knock sts confidence. T to praise sts for efforts, especially if they find the task difficult to do</p>
<p>Feedback T-S, S-T 5 minutes -----</p>	<p>To go through any errors, concerns or questions</p> <hr/> <p>To link the routine of eating lunch with the next activity.</p>	<p>T to feedback errors and sts have the opportunity to ask questions or to discuss difficulties</p> <hr/> <p>T to ask sts what they like to have for lunch</p>	<p>If sts found this exercise difficult, T to reassure and offer praise for areas that were correct.</p> <hr/>
<p>Linking tasks T-S, S-T 5 minutes</p>	<p>To elicit vocabulary that will be in the final video activity of lesson part 1</p>	<p>T to ask sts to look at the 6 pictures and elicit what they are called. T to ask sts if they have this items for lunch</p>	
<p>Vocabulary T-S, S-T 10 minutes</p>			

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<p>Final present continuous activity</p> <p>T-S, S</p> <p>15 minutes</p>	<p>To practise using present continuous to describe what is happening in a video and to finish the session with some fun</p>	<p>T to show picture of Mr Bean and ask what he is doing</p> <p>T to explain that sts will watch a video of Mr Bean. One st will explain what he is doing for the first half of the video and 1 st for the second half of the video using present continuous</p> <p>Sts to talk as the video is running</p>	<p>This activity is normally done with 1st facing away from the screen as the other describe what is happening. The other st then describes what he heard, However I felt for this class it would be better and less pressure on the sts to watch it together</p>
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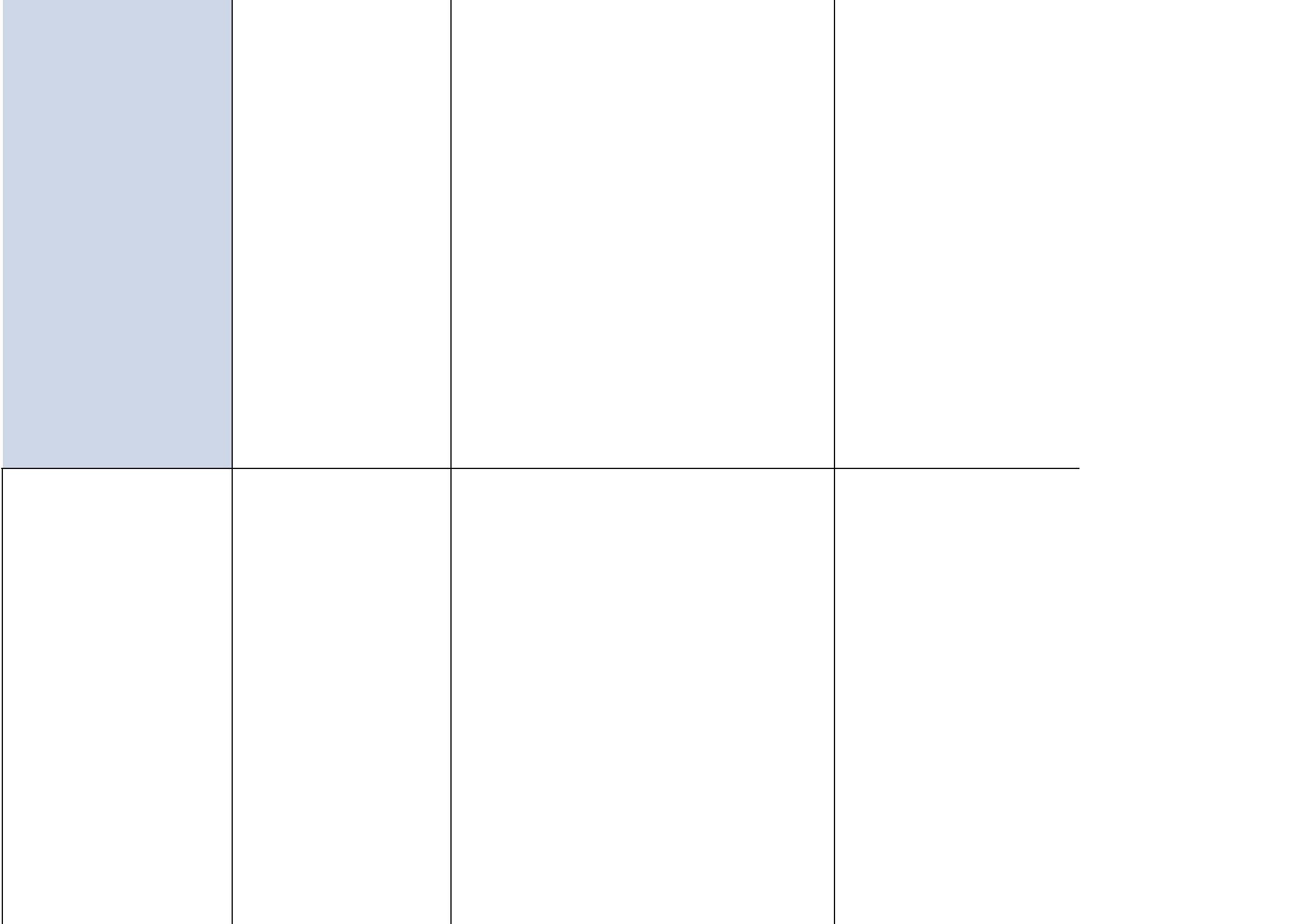
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