|  |  |
| --- | --- |
| **LESSON PLAN Teacher:**  *Jack Wallace*  **Date:**  *29/10/19*  **Time:**  *10:45 – 12:15*  **Class / level:** *Pre-Intermediate*  **Observed by:** *Freya* |  |
| **Group profile:** (the students & backgrounds, their needs, strengths/weaknesses) | |
| This class is a fairly strong, mixed nationality class. Some of the students have been here for many months, most of them have joined the class within the last 3 weeks. Half of the class (as of the date of observation) are Arabic speakers, accompanied by 2 Spanish speakers, 3 Thai, 1 Turkish, 1 Chinese and 1 Portuguese speaker. The majority of the class react well to group work and speaking activities. Two of the Thai students have difficulties with listening, the Colombian student is working hard on overcoming pronunciation issues and four of the Arabic speakers struggle a lot with spelling. Overall the class has a bit of an issue with word order, particularly with adjectives. Two of the Arabic speaking students are new to the class.  As a whole, the class is very competent and understanding of routine activities such as underlining key words, finding word stress and have some knowledge of word transformation and use of English. The one area for consideration is that the majority often find activities in the book easy, yet will struggle to implement the rules they learn into everyday contexts when speaking. | |
| **Main aim(s):** | |
| To use adjectives of character to describe people’s personalities / Review the comparative adjective form | |
| **Subsidiary aim(s):** | |
| Practise word stress and pronunciation / Practise reading for gist and detail | |
| **Materials:** (Full list of all resources used) | |
| Face2Face Pre-Intermediate p46 – p47 | |
| **Timetable fit:** (how does this lesson fit into the scheme of work) | |
| This lesson follows an introductory and revision-based first lesson. After reviewing the previous unit and meeting new students, this lesson is aimed at providing an introduction to unit 6 whilst simultaneously reviewing grammatical themes explored in previous weeks.  The following lesson on Wednesday will look at reviewing the family member vocabulary and character adjectives to give the students a strong foundation to talk in depth about relationships. This sessions review of the comparative forms will link in to the superlative forms in Wednesday’s session by referring back to the rules from the previous day and analyzing how they can be changed to the superlative form. | |
| **Anticipated problems and solutions:** | |
| Two students will be completely new (*sol; introductory session before the observation will aim to settle them into the class routine).*  New students might be unfamiliar with the ‘meta-language’ or the adjective forms like the students who have been in the class for a while *(sol; group work, elicitation and boarding of difficult structures.)*  Some students might resort to using translation software immediately in the lead in exercise. *(sol; phones on the table, screen down)*  Layout of the classroom may inhibit view of the board for some students *(sol; merge the 4 smaller groups into 3 larger groups sitting closer to the board).* | |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGE NAME**  **TIMING**  **INTERACTION PATTERN** (S-T, T-S, S-S etc.)  **(WHAT)** | **STAGE AIMS**  **(LEARNING OBJECTIVES)** | **DESCRIPTION/PROCEDURE (HOW)**  (What teacher says, does etc. – what SS will say do etc.) | **DIFFERENTIATION/ANTICIPATED PROBLEMS & SOLUTIONS** |
| Warmer (SS-T) **10 mins**  Lead-in (SS-SS) **20 mins**  Pronunciation drilling  (T-SS) **5 mins**  Vocabulary practice (SS-SS) (SS-T) **8 mins**  Further speaking practice (SS-SS) (SS-T) **5 mins**  Reading for gist(SS-SS)  **15 mins**  Grammar review (SS-SS) (SS-T) **15 mins**  Grammar practice (SS-SS) **10 – 15 mins**  Filler ----------------- | To reengage students after the break  To introduce the T/L to the students.  To reinforce clarity in pronunciation of the target language.  To encourage accurate practice of the T/L in a natural spoken exchange.  To further encourage accurate practice of the T/L in a natural spoken exchange.  To review the practicalities of skimming and gain an overall understanding of the article.  To clarify rules for target grammar and allow students to experiment with the varying structure.  To note grammatical differences between given examples  To review T/L | Split class into three/four groups. Ask ss to elect a team leader and make a team name. Ss then must list *’10 things’* connected to a particular subject:  10x things you see in Autumn  10x things that are cold 10x different family members 10x adjectives to describe people.  ***{****The warmer will determine which of the following target adjectives to omit. Feedback will be given after the warmer and if any character adjectives are mentioned (as opposed to physical descriptions) they will be boarded with the meanings elicited from the class.}*  Target adjectives from Face2Face Pre-Intermediate (p46) will be boarded in an A/B setup as follows:  **A                           B**  Ambitious    Bright  Easy-going   Considerate  Mature  Moody  Patient   Polite  Reliable   Rude  Selfish   Tidy  Ss work in pairs of As and Bs to find the definition of their words in the dictionaries (or work out the meaning) and provide their own definition. Then ss swap into A/B pairs and tell each other their definitions. This is followed by all class feedback to check the definitions are correct and to mediate potential confusion over some of the adjectives.  T works with ss to elicit the number of syllables and stress patterns for each adjective. T will then drill the stress patterns chorally and then uniquely.  T asks ss to write a name of a friend and a family member and one of the adjectives to describe them and why. Ss share ideas in pairs then feedback to the rest.  First, T checks the meaning of ‘teenager’. Then ss complete Ex3 (p46). The group discusses for two minutes, then vote as a class. T elicits a response from each group.  Ss read the article on p46 quickly for one minute to practise gist. T elicits the general meaning of the article. Ss then complete the reading exercise (4b + 4c). Ss check with a partner and feed back to the rest of the class.  Ss work in pairs and complete the ‘Help with Grammar’ section. T then boards the rules for comparative adjectives. Ss then find one example for each of the five rules using the vocabulary from Ex1 p46, building a sentence for each one. T then elicits some examples for each of the rules, correcting as necessary.  Ss complete Ex7a p47 working alone then compare in pairs.  If there is still time before the end of the lesson, ss work in two teams in a round of ‘backs to the board’ with the target vocabulary until the end of the lesson. | Ss may arrive late back from break *(sol; they will be merged into groups swiftly as necessary without breaking the activity flow)*  Ss may still fail to understand the definition of the target language. *(sol; If this proves difficult, translators will be permitted. They may only check with a translator after they have found and provided their own definition)*  Ss may have difficulty highlighting the */sh/* in *ambitious*. This will be rectified with individual drilling.  Spanish speaking students may confuse *sensible* and *sensitive*. Explanations will be given individually if necessary.  n/a  Less able ss may find difficulties with the grammatical structures. *(sol; extra examples will be boarded and worked through as a class via elicitation)*  n/a  Lesson stage may not be required, omit as necessary. |