

LESSON PLAN EXAMPLE: Method/Chapter: 15. Partner Work.

Name: Elizaveta Podlesnova

Email Address: belyanushkina.liza@yandex.ru

Background:

Context:

Class profile: Group of 10 Russian-speaking children from Saransk

Age: from 10 to 12

Level: A1-A2

Learner Needs: These children are seeking to improve the general culture of communication and social behavior in general and to have practical foreign language skills.

Language Standards: Russia: Federal State Educational Standard, TESOL: "1. Students will use English to participate in social interactions; 2. Students will interact in, through and with spoken and written English for personal expression and enjoyment; 3. Students will use learning strategies to extend their communicative competence; 4. Students will use English to interact in the classroom; 5. Students will use English to obtain, process, construct and provide subject matter information in spoken and written form." (Herrell & Jordan, 2003).

Overall Project Plan: The general plan for the project is to help students to get practical foreign skills of listening, writing, reading and speaking in English. To teach students over the semester develop their monological and dialogical speech. To introduce elements in lessons over the semester that connect to the different kinds of houses and their internal design.

Overall Project Plan Objectives/Aims: The general objective of the plan is to form speaking, listening, writing and reading skills, the logical thinking of students in the process of monologue and dialogue speech, to develop monological and dialogical speech, attention, imagination, memory, thinking through listening and writing, to cultivate the culture of communication and tolerant attitude to foreign-language culture.

Individual Lesson inside Plan: Objectives/Aims: The general objective of the lesson is development of thinking, formation of grammatical skills of reading, speaking and writing, coordination with partners, development of dialogical speech, to understand the difference between definition "house" and "home", to learn different types of houses in Great Britain.

Assumptions: Their level (A1-A2) allows them to get acquainted with culture and everyday life of British, but further studying will help them to use English in communication.

Language Analysis: speaking and question formats; relevant vocabulary; relevant tenses

Anticipated Problems and Solutions: Since the learners are children, they have not enough assiduity and patience for studying of new material, but change of different kinds of activity during a lesson will help to maintain interest of children in the studied topic and in language in general.

Materials: list of new vocabulary, computer, screen, smartboard, video about different types of houses in Great Britain.

Timing: 45 minutes

Stage	Objective	Procedure	Materials/Notes	Focus	Time in Minutes
Opening					
	Warmer	Greetings, general announcements. Conversation with the person on duty and class about date, season, weather.		T—S	2
	Phonetic warm-up	Teacher pronounces one poem about house. Children repeat them and remember.	Poem about house	T—S	5
	Introducing the topic	Teacher writes to the blackboard two English proverbs about house and explains that today they will discuss different types of houses in Great Britain.	East or West, home is best. An Englishman's home is his castle.	T	3
Sequencing					
	Speech warm-up	Discussion of the topic of the lesson. Teacher asks the students some questions and the students answer them.	How can we name the place where we live? Do you like your home?	T—S	3
	Introduction of new vocabulary	Teacher gives students the list of new vocabulary and students write down the translation of these words. Then teacher and students check it together.	List of new vocabulary	T—S S—S S—T	5
	Training of dialogical speech	Students make-up some dialogues with new words	List of new vocabulary	S—S	12
	Watching & Listening	Students watch a video about different types of houses in Great Britain. Then teacher asks them some questions and students answer them.	Video about different types of houses in Great Britain, computer, screen	S—S T—S	10
Closure/ conclusion					
	Summing up activity of students	The teacher and students give a summary of the lesson. The teacher provides feedback about each students' activity. Then the teacher gives them a home task – to learn the new words by heart and to write some words about their home using new vocabulary.		T—S T	5