

LESSON PLAN EXAMPLE: Method/Chapter: 22. Integrated Course Project

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Background:

Context:

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

Age: from 15 to 17

Level: A1-B2

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 use English to interact in the classroom; 3. Students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form; 4. Students will use appropriate learning strategies to construct and apply academic knowledge; 5. Students will use the appropriate language variety, register and genre according to audience, purpose, and setting." (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 make the integrated projects. To introduce elements in lessons over the semester that connect to the need to protect the environment so that it will be something natural to students to think about.

Overall Project Plan Objectives/Aims: The general objective of the plan is to form speaking, writing and reading skills, to develop the skill of searching information, the ability of thinking in English during the studying environmental problems, to form the need of environment protection for the native country, city.

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, formulation of conclusions, creation sense of responsibility for state of environment, a positive role of the person in impact on the nature.

Assumptions: Their level (A1-B2) allows them to get acquainted with culture and everyday life of British, but further studying will help them to use English in communication. Also, the method of integrated course projects can make the process of learning English more motivated because the project reflects the interests of the students, their own world.

Language Analysis: speaking formats; relevant vocabulary; relevant tenses

Anticipated Problems and Solutions: Some students can't have good creative abilities and imagination for the project, so teacher can propose them to do a mechanical work, for example, search and translation of information.

Materials: whatman, pictures about environment, dictionaries, scissors, glue, slogans about environment protection in English, some other items.

Timing: 60 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
	Introducing the topic	Teacher explains that they will discuss the problems of environment and make a project “Problems of ecology in Russia”.		T	3
	Phonetic warm-up	Teacher pronounces one poem about nature. Children repeat them and remember.	Poem about nature	T—S	5
Sequencing					
	Speech warm-up	Discussion of the topic of the lesson. Teacher asks the students some questions and the students answer them.		T—S	3
	Preparation	Students choose their topic of research, divided into groups, study documents, search information on their topic and translate it. Then the teacher helps students to correct mistakes and to organize their presentation.	Whatman, pictures about environment, dictionaries, scissors, glue, slogans about environment protection in English, some other items	S—S S—T	22
	Presentation	Students present their research and make conclusions that environmental problems are global and no country can't solve them itself.	Whatman, pictures about environment, slogans about environment protection in English, some other items	S—S	20
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 write an essay about environmental problems in their region.		T—S T	5