

LESSON PLAN EXAMPLE: Method/Chapter: 3. Realia Strategies

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Background:

Context:

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

Age: from 12 to 13

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: “...” (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. 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 acquaint students with English realities, 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, ability of perception of grammatical structures and of formulation of conclusions, formation of grammatical skills of reading and speaking (Simple Present Passive), to create sense of responsibility for state of environment, a positive role of the person in impact on the nature.

Assumptions: Their beginner to pre-intermediate level 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: 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: pictures, slogans about environment protection in English, the computer, a multimedia projector. Objects for a game: 3 signed boxes, can, plastic bottle, glass bottle, bay leaf, window plant, paper, aluminum spoon, metal cup, cardboard box, woolen sock.

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,		T—S	2

		season, weather.			
	Introducing the topic	Teacher explains that they will discuss the problems of environment and how to use the simple present passive to discuss the environment.		T	3
	Phonetic warm-up	Teacher pronounces some words and one poem about nature. Children repeat them and remember.		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
	Listening	Teacher acquaints students with the organizations, which solve the problems of environment protection. Pupils listen to some texts about these environmental groups. Then the teacher asks them if they have such organizations in our city.	Texts	T—S	5
	Grammar exercises using nature words	Teacher acquaints students with Simple Present Passive. Children draw conclusions then they read the rule and do exercises for fixing it.	Examples: The tree is cut down . The river is polluted (by factories). The forest is cleaned by the students. The trash/litter (on the street) is collected by the citizens.	T—S	5
	Writing about nature	Students write down the sentences about nature in Simple Present Passive Tense.		S	5
	Reading	Children read the text about environmental problems. Then the teacher and the children discuss this text. After the discussion, the students draw conclusions that it is always necessary to	Text	S—T	5

		remember where the people must place litter and how long it can remain.			
	Game	Teacher suggests pupils to play. Children need to classify the litter: 1 bin - for recycling, 2bin – for reusing, 3 bin - for composting.	Can, plastic bottle, glass bottle, leaf, flower, paper, metal cup, aluminum spoon, cartons, wool sock Students say, “The sock is recycled by me,” as the student places the item in the bin. “The flower is composted by my friend.” Etc.	T—S S-T S-S	7
Closure/ conclusion					
	Summing up activity of students	Teacher makes students give a generalization of lesson. Then the teacher scores activity of students and gives them a home task—to write a letter to the friend about environmental problems in their city (country)		T	5