

## LESSON PLAN EXAMPLE: Method Bilingual books and Labels/Chapter 17:

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### Background:

#### **Context:**

Class profile: 18 students of Automotive College (5 students are Erzya and rest of them are Russians)

Age: 15-17

Level: A1

**Learner Needs:** To develop language guess comparing two foreign languages and finding some specific features which help to translate and understand the meaning of word, phrases or sentences.

**Language Standards:** To get students use English as a mean of communication during English lesson, to prepare them pass a college credit in December.

**Overall Project Plan:** The general plan for the project is to teach students use their own language or other foreign languages to economy time of learning the second language or give an ability to learn foreign language with parents, friends (if it used Russian-English/ English-Russian).

**Overall Project Plan Objectives/Aims:** The general objective of the plan is to encourage students use an opportunity study right now two or more languages or refine known languages.

**Individual Lesson inside Plan: Objectives/Aims:** The general objective of the lesson is to improve an ability to learning English, to enlarge own vocabulary and memorize the line of synonyms.

**Assumptions:** Students will be interested in learning another foreign language or they will an opportunity to teach parents and while they teach themselves. They will have a choice between languages; various authors and books offer different ways of presenting text.

**Language Analysis: Anticipated Problems and Solutions:** If students choose bilingual books (Russian-English) they can stop thinking, comparing and memorize the words. So teacher has to offer two foreign languages which are needed to students or which are engaged them.

**Materials:** Bilingual books, bilingual teaching as some of students before college have studied French, others English.

**Timing:** 45 minutes

Stage	Objective	Procedure	Materials	Focus	Time in Minutes
Opening					
	Warmer	Greeting, announcement, general talking. First of all teacher speaks in English then in French.	Hello! - <i>Bonjours!</i> How are you? – <i>Comment ca [sa] va?</i> And you? – <i>Et vous?</i> Thanks,	T-S S-S	7

			not bad! - <i>Merci, pas mal!</i>		
	Phonetic exercise	Teacher have prepared some exercises for students to compare sound of these two languages (French – English/ English – French)	(Eng)-ing – <i>on,om</i> (Fr)	T-S S-T	5
Sequencing					
	Grammar focus	Teacher tells that today they will study or refresh their knowledge in grammar, especially the verb “to be”	To be (Eng) – <i>Etre</i> (Fr)	T	2
		Teacher asks students open their copybook and put down the date, the theme of lesson, firstly speak English then French. Students in the group are divided in two subgroups, one of them works in English and another in French.	Guys, please open your copybook put down the date, the theme of lesson! <i>Ouvrez vos cahiers et ecrivez la date et le theme!</i>	T S S-S S-T	4
		Teacher put down the conjugation of the verbs on the blackboard. Again teacher starts explanation in English then proceeds to French. Teacher asks students read it and discuss.	the conjugation of the verbs I am We are You are You are  He,she , it is They are  <i>Je suis Nous avons</i> <i>Tu es Vous avez</i> <i>Elle,Il est Elles, llls sont</i>	T T-S	18
	Practicing	Teacher asks students make phrases, using the verb “to be” and “ <i>etre</i> ”. Students read their phrases then they make up full sentences.		T-S S-T	6
Closure/ conclusion					
	Summing-up	Teacher one more time repeat the conjunction of verbs, gives homework and asks students learn by heart/ <i>apprendre par cœur</i> the conjunction of verbs.		T S	3