

LESSON-PLAN TEMPLATE

Teacher:	Observer
Class:	Class size:
Date:	Level: A1

Class Profile (a brief description of the class)

The following is just an example of a class profile – Please adapt accordingly

E.G., It is a multilingual class of **10-17** studying at a Summer school. All students study for 3 hours a day, 8 days over 2 weeks. Lessons are from 9 am – 12:15 pm with a 15-minute break at 10:30 am. **It is an A1 level class, made up of students from Spain, Italy, France and Turkey. There are 3 male students to 5 female, aged between 12-15.** (*change this*) All attendance is compulsory. They are a motivated, lively group who are all willing to take part in activities, particularly those with a communicative significance and a fun, interactive nature. Classmates are respectful of each other which allows a good degree of turn taking during whole class discussions and feedback, however a small amount of regulating from the teacher is positively received and helps those slightly weaker and less confident students.

Aims for the lesson (Language/Skills/ awareness)

1. Understand how weekly routines contribute to a healthy lifestyle (SDG 3: Good Health and Well-being).
2. Students will get to know each other and be better able to talk about their daily life.
3. Use vocabulary to talk/communicate aspects of lifestyle
4. Watch and discuss a video about healthy vs unhealthy lifestyles
5. Talk about personal lifestyles and those of friends and family
6. Practise Present Simple negative to talk about habits.

Timetable fit (why you are giving this content at this point of the course

The class uses a combination of our Active8 course book and other ELT resources. The Syllabus consists of 12 themed sections x 2 session per day delivered over a 2 and 3 week cycle

It covers predominantly speaking and listening and each session covers a different topic, providing the relevant lexis and different grammar point(s).

This is the first session of the day of the course and the topic is : "My Week" (SDG 3). We will be developing lexis, linked to broader spectrum of the topic, talking about typical days and healthy life style.

Anticipated problems and possible solutions

1. Problem with projector/laptop:

Solution

I will have all the slides printed off in paper copy to use as a reference. I will also have three different colored board pens to help with clarity of analysis. I will have downloaded on a flash-drive any video I may need to use.

2. Uneven number of students for pair work:

Solution

I will make sure there is one group of three, which should not hinder the students' chances of communication a great deal. I will also ensure that the group of three are not the same students for every activity.

3. Fast/Slow finishers:

Solution

To ensure a smooth running of the lesson by keeping an even pace through each of the main activities, I will carry out the following procedures at the following different stages of the lesson where there is a chance of disparity in finishing time:

Controlled practice activities

I will ask faster students to write an extra example sentence using some of the language they are practicing.

4. Students can't understand target language:

Solution

During the board analysis stage, I will elicit synonyms of the language and concept check with learners to ensure they understand. If learners still don't understand, I will prompt them to use their dictionaries to see if they can help.

5. Students don't know other lexis that isn't target language:

Solution

I will elicit from other students their meaning first, or simply provide an adequate example myself.

6. The students may not understand when they can use some of the vocabulary taught.

I will elicit example sentences to check students understanding.

7. There may be difficulties with pronunciation of the new vocabulary.

I will drill the new vocabulary chorally and individually as well as mark the stress on the word if necessary.

8. Students may not understand what they need to do during tasks.

I will use instruction checking questions to ensure that they are aware of their instructions.

Materials

1. Student book page 1
2. ESL BRAINS 'HEALTHY LIFESTYLE'

3. https://youtu.be/_HEnohs6yYw
4. <https://en.islcollective.com/english-esl-worksheets/general-topic/days-week/my-week/90113>

Other relevant information

Always: (Check with the A1 Ss profile teaching strategies, and challenges)

1. Demonstrate the task you want your Ss to do and always make sure you do the first example. This will save you time avoid miscommunication.
2. Time all your tasks to control the task and to keep the pace
3. CCQ to make sure Ss understand the tasks or whenever you introduce new words
4. ICQ when giving instructions
5. Feedback at the end of every task
6. Error correction at the end of the lesson
7. Address Pronunciation
8. Do peer checking before feedback
9. When explaining words you can , mime, show an image, tell Ss to do look for the translation of the word in their language(if necessary)
10. Think of fast finishers (have or chose a task from the book to do)

Questions I would like to answer

STAGE AND TIME	AIM	PROCEDURE	INTERACTION
Stage 1 15'	Warmer – Getting to know you (suggested activity)	This will be your first lesson with a new class. You will need a ball, or a crumpled-up piece of paper that can serve as a ball. Ask students to get up and stand in a circle (yourself included). Throw the ball to a student and say your name. The student who catches it says his/her name and throws it to another student. Do twice. Retrieve the ball, this time call out a student's name and throw. The student who catches it calls out another student's name and throws. Do twice. You can do another round but this time giving a piece of interesting information about yourself, e.g. I'm Jean and I like swimming... Throw the ball and the next student gives some information...	T- Ss Ss- Ss

	<p>Introducing the topic lead in</p> <p>Activate schemata</p>	<p>Every one sits down and start the topic of the day by introducing it.</p> <p>Favorite Day and Well-being Routines/ Revise days of the week</p> <p>T- Show Ss a graphic showing days of the week in a visually engaging format sth like the following:</p> <div data-bbox="592 651 791 976" style="text-align: center;"> <p>DAYS OF THE WEEK</p> <p>MONDAY</p> <p>TUESDAY</p> <p>WEDNESDAY</p> <p>THURSDAY</p> <p>FRIDAY</p> <p>SATURDAY</p> <p>SUNDAY</p> </div> <p>T- Elicit what they think the topic is about. (Lead them to daily routine)</p> <p>T- Write 2 sentences on the board about the school day and asks which is true for our school <i>Our school day is 8.30–4.00.</i> <i>Our school day is 9.00–12.45</i></p> <p>T- Shows on board the book pg 1 and ask Ss to do task 1 and 2 in pairs- Feedback</p> <p>T – Asks Ss “What’s your favorite day and why?” Ss jot down in their diary one routine they love on their favorite day. T- Asks Ss to turn to their partner and exchange information</p>	
<p>Stage 2 20’</p>	<p>Pre- practice Vocabulary to every day routines</p> <p>Practice guided speaking</p>	<p>Pair activity ‘ MY DAY’ Ss Book</p> <p>1. T- Ask students to cover the sentences and to look at the pictures. Try to elicit what ‘I’ do in each picture; for example, <i>I get up</i>. Model the full sentence each time one is given and drill it chorally and individually, checking for accuracy in</p>	<p>T-Ss Ss- Ss</p>

	<p>Error correction Pronunciation</p>	<p>pronunciation. Then ask students to write the correct sentences.</p> <p>2. Draw students' attention to the vocabulary. Elicit that <i>have</i> is the first word in each phrase. Check that they understand the meaning of the phrases, then drill them chorally and individually. Tell students to write the phrases down. Encourage them to learn the collocations (words that often go together) rather than individual words. Give them one minute to try and remember all nine of the phrases. Then put them into pairs and ask them to close their books and tell their partner as many of the phrases as possible</p> <p>3. Tell students to draw a similar table in their notebooks or Learner Diaries with enough lines so they can fill it in about themselves. You can ask stronger students to cover their coursebooks so they have to remember the activities. Let them check afterwards for spelling.</p> <p>4. T- ask Ss to Act the dialogue- Demonstrate the game yourself first. Tell students two things you do in the morning, e.g. <i>I eat breakfast, I watch TV.</i> Then ask one of the stronger students to close their book and tell you two things he or she does in the morning. Then direct students to the instructions in their books and give them two minutes to complete this activity in pairs. Monitor and give feedback</p>	
	Note	<p>If the above section takes more time than the anticipated you can skip stages 6 and 7 and go to the video section.</p> <p>We always think of our audience making sure that the tasks are not too challenging.</p> <p>The whole lesson is based on scaffolding.</p>	
Stage 3 10'	Introduce Health-	T – Ask Ss which of the Visual prompts of weekly activities in the book are healthy	T- Ss Ss- Ss

	related daily routines and link to healthy life style	<p>habits (e.g., sports, reading). Or show some online promotes that suggest healthy habits. Class discussion.</p> <p>Ask Students to pair up and share an activity from their week that promotes well-being. T monitors and give feedback.</p> <p>Lead in to ' Healthy lifestyle lesson' T- opens up the slide show ESL brains ' Healthy lifestyle' T- Ask Ss in pairs to do task 1</p>	
Stage 4 5'	Vocabulary match	<p>T- ask Ss to do task 2 individually and peer check with their partner.</p> <p>T- Shows the lets check answers for whole class feedback.</p>	T-Ss Ss- Ss
Stage 5 5'	Practice and revise vocabulary	T- Ask Ss to complete task 3 individually then peer correct	Ss - Ss
Stage 6 10'-15'	(lets talk) Practice speaking about what they do and don't do to maintain a healthy lifestyle using the Present simple negative. Guided Practice	<p>After that, students are introduced to the Present Simple negative by reading an example sentence showing the difference between it and the affirmative (e.g. <i>I don't go to bed early. I go to bed late.</i>). Students have to come up with four more sentences to mimic the structure.</p> <p>T (demonstrate first) – then ask Ss to do task 4 individually as in the example. Ss check with their partner and exchange information while teacher monitors.</p>	T- Ss Ss- Ss
Stage 7 10'	Reflect / Lets think	<p>T- Ask Ss to follow with tasks 5 and 6 in pairs/or groups</p> <p>Ss match the persons (I/you/we/they; he/she/it) with the verb forms (<i>don't; doesn't</i>). They look at the example and complete the gap, and they choose the correct word in the sentences. Afterwards, Ss look at some categories and say three things about each, using the target grammar (e.g. <i>things dogs or cats don't do</i>)</p>	Ss-Ss

<p>Stage 8 10'-15'</p>	<p>Video and discussion</p>	<p>T – (Task 8) shows Video up to 2: 14 ' about healthy and unhealthy lifestyle. T- ask Ss in pairs to complete the table with more examples of the video. Ss complete the sentences about two men from the video, using the Present Simple negative to say what they do or don't do. Then, they watch it again and check their answers. (peer correction- whole class feedback) T – ask Ss in pairs to talk about some questions about the video and healthy lifestyles.</p> <p>T- Lastly, ask Ss to look at pictures of people and read short descriptions about them. From the information, they say what they think the people do and don't do, using words in a box provided to help them (e.g. <i>junk food, bed, radio, walk</i>).</p>	
<p>Stage 9 5'</p>	<p>Diary recording</p>	<p>T – Ask Ss to record what vocabulary was learnt and to write 2 or 3 sentences about Healthy daily habits.</p>	