

Lesson Plan Template Task Based Lesson (TBL)

☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing

Topic: Shopping

Instructor:
Angela Kim

Level:
**Upper
Intermediate**

Students:
17

Length:
40 Minutes

Materials: Picture of paying at checkout counter at a market, Picture of checkout counter for exchanging and refund, Picture of a man who is online shopping, Picture of a coupon and department certificate, Picture of credit note, Sheets of papers, Worksheet#1(word definition matching),Worksheet#2(Fill in the blanks for dictation), Worksheet#3(crossword puzzle),Subscripts(Role playing),Wall chart#1(keys for worksheet#1), Wall chart#2(keys for worksheet#2), wall chart#3(keys for worksheet#3)

Aims:

- Main: To enable students to improve their listening and speaking skills by role playing the situation of shopping
- Secondary: Students will discuss the advantages and disadvantages of shopping online, Students will be enable of articulating phrases for shopping
- Personal: Take enough STT(Student talking time), have confident while talking and speak more louder, Do timing better while monitoring students(never ask students whether their finish or not)

Language Skills:

- Listening: Students will listen while dictating, Students will listen while taking a role
- Reading: Students will read subscript for role playing
- Writing: Students will have time for write advantages and disadvantages of online shopping
- Speaking: Students will share ideas of online shopping, Students will exercise on shopping by role playing

Language Systems:

- Phonology: Role playing
- Lexical: Word definition matching, crossword puzzle
- Grammatical: Writing advantages and disadvantages
- Functional: Role playing
- Discourage: None to discuss

Assumptions:

- All students have experienced of purchasing, exchanging and refunding.
- Most students have shopped online and offline.
- All students have done a dictation activity before.
- All students have done a crossword puzzle before.

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Anticipated Problems and Solutions:

- Students may not finish the word definition matching on time.
→Put the wall chart that keys are written and explain to students one by one briefly.
- Students may not be able to pick up details from listening.
→Chunk the listening(pause-play-pause-play)
- Students may not be able to finish crossword puzzle on time.
→Put the wall chart that keys are written and review as whole class.
- If most of the students finish their task earlier than anticipated.
→Make students to present the answers and ask their own experiences of shopping experiences.

References:

Unit8. Dealing with problems, English for Shop Assistants, Shopping Centre, Hoepli

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Lead-In			
Materials: Picture of paying at checkout counter at a market, Picture of checkout counter for exchanging and refund, Picture of a men who is online shopping, Picture of a coupon and department certificate, Picture of credit note			
Time	Set Up	Student Activity	Teacher Talk
5mins	T-S		<p>(Greeting) Hi everyone! How are you today?</p> <p>Rachael, where would you like to live if you have a chance to live wherever you want? (If student answered) Okay. Why do you want to live there?</p> <p>Jonathan, what is your favorite sport? (If student answered) Okay. Why is it your favorite and how often do you play that(the sport the students said)</p>

Pre-Activity			
Materials: Sheets of papers, Work sheet#1(word definition matching)			
Time	Set Up	Student Activity	Teacher Talk
7min	T-S		<p>(Eliciting) Can anyone tell me what 'credit note' is? A credit note is a piece of paper that a shop gives you when you return goods that you have bought from it.</p> <p>(CCQ's) Does credit note mean you are able to use it like money to every store? (No) Does credit note mean you can use it for other objects in the same store, of the same value?(Yes) Do you need to pay if the thing that you want to buy is less value than the credit?(No)</p> <p>(Write 'Credit note' on the board.)</p> <p>Right. Credit note states that you are entitled to take goods of the same value without paying for them.</p>

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5min	T-S	<p>I'll give you a worksheet of words and definitions. First look what words and definitions are there and match those with proper meanings. Write the word in the blank next to the definitions. Please work individually. I'll give you 5 minutes.</p> <p>(ICQ's) - So, what are you going to do? (Match appropriate words and definitions.) -Are you working in pairs? (No) - Are you working individually? (Yes) - How much time do you have? (5 minutes)</p> <p>(Explicit Instruction) Please do not touch these papers before I say begin.</p> <p>(Explicit ICQ) Can you start when I give you?(No) Can you start when I say begin?(Yes)</p> <p>(Distribute the worksheet#1) Begin.</p> <p>(Teacher monitors discreetly. Answer students if they ask questions)</p> <p>1minutes. 30seconds. 10seconds. Time's up.</p> <p>(Check each definition by one-third of students) You all did good job.</p> <p>Now, I'm going to hand you out these blank papers. Write down three things that you think advantages and disadvantages of shopping online. Please work Individually. I'll give you</p>
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	S-S		<p>3minutes.</p> <p>(ICQ's)</p> <p>-So, what are you going to do?</p> <p>(Write 3 of advantages and disadvantages of shopping online)</p> <p>-Are you working in pairs?(No)</p> <p>-Are you working individually?(Yes)</p> <p>-How much time do you have?(3mins)</p> <p>(Explicit Instruction)</p> <p>Please do not touch these papers before I say begin.</p> <p>(Explicit ICQ)</p> <p>Can you start when I give you?(No)</p> <p>Can you start when I say begin?(Yes)</p> <p>(Distribute the papers)</p> <p>Begin.</p> <p>(Teacher monitors discreetly. Answer students if they ask questions.)</p> <p>1minutes. 30seconds. 10seconds.</p> <p>Time's up.</p> <p>(Check each definition by one-third of students)</p> <p>Okay. Everyone is right.</p>
	T-WH		

Main Activity			
Materials: Audio, CD, Worksheet#2(Fill in the blank by dictation), Subscript			
Time	Set Up	Student Activity	Teacher Talk
5min	T-S		<p>Now, I'm going to hand you out this worksheet. And I'll play the audio. And then, we will listen to the dialogue and fill in the blanks. I'm going to play this audio for twice. Please work individually.</p> <p>(ICQ's)</p> <p>-So, what are you going to do?</p>

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			<p>(Teacher read A's line first and read B's line next)</p> <p>(ICQ's)</p> <p>-So, what are you going to do?</p> <p>(Role playing with the script)</p> <p>-Are you working individually?(No)</p> <p>-Are you working in pairs?(Yes)</p> <p>-Are you taking just one role?(No)</p> <p>-Are you going to switch the role after you've done the first role?(Yes)</p> <p>-How much time do you have?(5minutes)</p> <p>(Explicit Instruction)</p> <p>Please do not touch this paper before I say begin.</p> <p>(Explicit ICQ)</p> <p>Can you start when I give you?(No)</p> <p>Can you start when I say begin?(Yes)</p> <p>(Distributes the script)</p> <p>Begin.</p> <p>(Teacher monitors students walking around the class. Answers to students if they have questions.)</p> <p>1minute.30seconds.10seconds. Time's up.</p> <p>Let's go to our regular seats please. (Students move back to their seats)</p> <p>I've heard you all did very well. Let's read sentence, one by one. (Teacher read dialogue with class)</p>
	SS-SS		
	T-S		
	T-WH		

Post Activity			
Materials: Worksheet#3(Crossword puzzle)			
Time	Set Up	Student Activity	Teacher Talk

8min	T-S		<p>I will give you this worksheet of crossword puzzle. Find out words below. Fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers. Please work individually and I will give you 5minutes to do this.</p> <p>(ICQ's)</p> <p>-So, what are you going to do? (Do the crossword puzzle)</p> <p>-Are you working in pairs?(No)</p> <p>-Are you working individually?(Yes)</p> <p>-How much time do you have?(5mins)</p> <p>(Explicit Instruction)</p> <p>Please do not touch this paper before I say begin.</p> <p>(Explicit ICQ)</p> <p>Can you start when I give you?(No)</p> <p>Can you start when I say begin?(Yes)</p> <p>(Distribute the worksheet#3)</p> <p>Begin.</p> <p>(Teacher monitors discreetly. Answer students if they ask questions)</p> <p>1minutes. 30seconds. 10seconds. Time's up.</p> <p>(Put the wall chart which key is written on it on the board)</p> <p>Let's figure answers together. (Ask one-third of the students the answer one by one)</p>
	S-S		
	T-S		
	T-WH		

SOS Activities

Materials:
Worksheet#3

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Time	Set Up	Student Activity	Teacher Talk
	T-S		Ask answers to more of students.