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| Listening x Speaking  Reading  Grammar  Writing | | | |
| **Topic: Talking About Dream** | | | |
| Instructor:  Kimberly | **Students Competency Level**  **Intermediate** | **Number of Students:**  **6** | **Lesson Length:**  **55minutes** |
| Materials:**(List the Names of all materials used in the lesson. Materials must be shown at the end of this document)**   * White Board and Markers, * Picture of Airplane Wall Chart | | | |
| Aims:**(What students will be able to achieve by participating in the activities of the lesson. (Ss gain or get by doing…)**   * Improve speaking skills by role play and discussion with a group and answering teacher. * Activate, increase interest, and participate with fun in an English communication activity by sharing stories of teacher and students. * Improve listening skills by role play and discussion with a group, responding to teacher. * Improve writing skills by planning the role play * Improve interaction and communication skills by having discussion in a group and planning a role play | | | |
| Language Skills:**(Lists what activities language skills students will be using by participating in the activities of the lesson.)**   * Reading: **(Where did reading occur in the lesson?)**   Role cards, note taking   * Listening: **(Where did listening occur in the lesson?)**   Teacher talk, during the role play, discussion   * Speaking: **(Where did speaking occur in the lesson?)**   Role play, small group discussion, answering teacher   * Writing: **(Where did writing occur in the lesson?)**   Notes, planning | | | |
| Language Systems: **(Lists what language systems students will be using by participating in the activities of the lesson.)**   * Phonology: **(sound)**   Role play, discussion, teacher talk   * Function:**(situation)**   Introduction, job functions   * Lexis: **(meaning)**   Vocabulary about jobs   * Grammar:**(language structure)**   Be verbs, possessive and description   * Discourse: **(communication)**   Discussion, responding the teacher, role play | | | |
| Assumptions:**(What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)**   * All students understand the basic of role play and will enjoy introducing their dream to other students * All students probably have a dream when they were child. * All students have probably tried hard to achieve their dreams | | | |
| Anticipated Errors and Solutions:**(What things might go wrong in the lesson and what the solution will be. An SOS activity should also be included)**   * If students may not have many ideas → Solution: Teacher gives them little examples. * If activity lasts too long → Solution: T cuts the unnecessary parts. * If activity finished too soon → Solution: Teacher makes suggestion and shares ideas. * If certain students are shy → Solution: Teacher encourage them, gives feedback, and changes roles for them. | | | |
| References: | | | |

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| **Lead-In or Pre-Task Part (Warm-Up Part to activate and create interest in the lesson.)** | | | |
| Materials: **(List the Names of all materials used in the Lead-In or Pre-Task Part of the lesson. Materials must be shown at the end of this document)**  - Picture of Airplane Wall Chart | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1min  5min  5mins | Whole  Whole  Students | Students greet the teacher.  Students listen to teacher.  Students talk their story | Greeting  Tell teacher’s stories about the dream in interesting gesture.  Elicit the stories from students.  Let’s do a role play about the dream. |

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| **Pre-Activity or Task Familiarization Part (Presentation Part Presenting the language structure to be covered in the lesson. Prepares students for the communication activity.)** | | | |
| Materials: **(List the Names of all materials used in the Pre-Activity or Task Familiarization Part of the lesson. Materials must be shown at the end of this document)**   * White Board and Markers, | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 3min  2min | Whole  Whole | Students listen what Teacher says.  Students move into a pair. | Introduce the activity. Teacher tells students about an ideal job to students first and how to achieve.  Teacher asks students to make a pair.  Transition now time to talk and discuss student’s ideal job. |

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| **Main Activity or Task Realization Part(Practice to Production Part Teacher lead practice of the language presented and move to communication based more student centered activity)** | | | |
| Materials: **(List the Names of all materials used in the Main Activity or Task Realization Partof the lesson. Materials must be shown at the end of this document)**   * White Board and Markers, | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure &Instructions:** |
| 1min  5min  10min | Whole  Whole  Whole | Pair students get ready for discussion.  Students discuss their ideal job and listen to their partner’s ideal job taking note.  Students come out and present their partner’s ideal job one by one. All the other students listen. | Teacher gives instruction about the activity. Teacher asks students to share their idea job and discuss each other.  Teacher monitors student’s discussion and facilitates class feedback to students.  Gives students feedback, and comments. Facilitates class members’ feedback.  Teacher suggests do a role play about their ideal job and help student’s partner to achieve their partner’s ideal job. |

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| **Post Activity or Post Task Part (Wrap-Up Part Close the Lesson on a high note to and consolidate language learned in a communication based activity new situation.)** | | | |
| Materials: **(List the Names of all materials used in the Post Activity or Post Task Part of the lesson. Materials must be shown at the end of this document)**   * White Board and Markers, | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2 min  2min  2min  5min  2min | Whole  Whole  Whole  Whole  Whole | Students answer the teacher’s questions.  Students decide their own roles.  Students prepare for role plays.  Students do activity.  Students answer the questions. | Teacher asks students about their ideal job and writes it down on White board and describes setting.  Teacher asks students discuss about the roles.  Ask students get ready for the Role Play.  Teacher facilitates. Make note to help plan role play.  Teacher monitors role playing. Gives encouragement to students and facilitates class feedback to role play students.  Teacher asks students how they like their role.  Close by giving student feedback about their accomplishment and improvement. |

**Picture of Airplane Wall Chart**

