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| **Topic: Calls for Everyone in England to Speak English!!** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| **Rastegari, Yazdan (Joshua)** | **Upper-Intermediate** | **Young Adults** | **8** | **25 minutes** |
| **Materials:**  **-Picture**  **-8 copies of the Reading comprehension text.**  **-8 copies of worksheets**  **-8 Learners’ dictionaries (each student is supposed to bring their dictionary to the class)**  **-Markers and whiteboard** | | | | |
| **Aims:**  **-The student will be able to recognize the context and key words used in social matters by identifying the core idea of the text and the key words.**  **-The student will able to use the proper colocations used in the news on social and cultural issues by the reading comprehension activity and by doing the proceeding exercises.**  **-The student will be able to distinguish and pronounce the sounds for /I/, /i/, /i:/, and the ‘shwa’ in different words by practicing listening and reading certain words from the article.**  **-The student will be able to express his thoughts on social issues by writing an organized essay following a certain outline from a guiding template.** | | | | |
| **Language Skills:**  **-Listening: Listening to the teacher’s instructions, to other classmates, and to one self.**  **-Speaking: Answering teacher’s ICQs and CCQs, discussing and sharing the answers for the reading comprehension questions, practicing and using the vocabulary and collocations; also some drills on pronunciation certain words from the article.**  **-Reading: Reading the article for reading comprehension, guessing the meaning of the new words from the context or looking up the new words in their dictionaries.**  **-Writing: Taking notes while listening, answering the worksheet exercises; also by doing their homework after the class.** | | | | |
| **Language Systems:**  **-Phonology: listening carefully and distinguishing the sounds appearing in the new words**  **-Lexis: key words and collocations related to the topic of the article**  **-Function: present perfect tense to describe the recent occurred event without mention the exact time in the past for the event.**  **-Discourse: expressing ideas about social issues, and how to use certain expressions and colocations to convey certain opinions (pros and cons)** | | | | |
| **Assumptions:**  **Students already know:**  **-the teachers teaching style and procedure (engage, study and activate)**  **-most of the vocabulary used in the reading task though there are words and expressions higher than their level.**  **-how to express their ideas in class though they are not highly accurate; however they are reasonably fluent**  **-how to interact with one another through class activities (pair work and group work, and whole class)**  **-the students are lively and active due to their age level** | | | | |
| **Anticipated Errors and Solutions:**  **‘Common tongue’**  **Correct: ‘common language’**  **Mistaking ‘critic’ with ‘critique’**  **Solution: explaining the right pronunciation (IPA) for each word with their different meanings** | | | | |
| **References:**  **Calls for Everyone in England to Speak English. Retrieved in December 28, 2018 from https://breakingnewsenglish.com/1803/180319-speak-english.html** | | | | |
| **Notes:** | | | | |

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| **Presentation:** | | | | |
| **Aims:** | | | **Materials:**  **-Picture**  **-Whiteboard and markers**  **-Dictionaries** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **1 min**  **3 min** | **Whole class**  **Whole class** | **The students answer teacher’s greeting and questions.**  **Students answer questions regarding the pictures. They listen to each other and the teachers wording and answers also.** | | **Procedure**  **Lead-in**  **Teacher greets the students; Hello everyone! How are you today?**  **Teacher shows the pictures and asks questions about them.**  **He elicits from the students.**  **Teacher hangs the pictures on the board.** |
| **Notes:** | | | | |
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| **Practice:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **3 min**  **2 min**  **1 min** | **Pair work**  **Whole class**  **Whole class** | **Students listen to the teacher’s instructions and answer the ICQs.**  **They do the matching exercise and compare their answers.**  **Students participate actively in the pronunciation drill and notice the different sounds.**  **Students offer some answers and show enthusiasm in the topic.** | | **Procedure**  **Teacher explains to the students that they are going to read a text related to what has just been briefly discussed and do some activities over it.**  **Teacher tells the students; before they read the article they may learn some new words.**  **Teacher passes out the new words matching sheets.**  **He defines the pairs as students A and B.**  **He asks them to do a matching exercise part 1 by student A and part 2 by student B.**  **He asks the students to do the exercise in 2 minutes and then compare the answers with each other. In case if they do not know the answer they can help each other; for the unanswered ones they can use their dictionaries or ask the teacher.**  **He asks ICQs about what the students should do and how much time they have.**  **After the exercise teacher does a short drill on the pronunciations of a few new words (he shows the difference between /I/, /i/, and /i:/ implicitly.**  **Before reading the article the teacher asks the guiding question:**  **-Should all people (native and non-native) who live in a country speak the same language? E.g should all people living in Russia/Japan speak Russian/Japanese?** |
| **Notes:** | | | | |
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| **Production:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min**  **5 min**  **4 min** | **Individual**  **Pair work**  **Group work** | **Students listen to the teacher’s instruction; answer the ICQs and read the article.**  **Students listen carefully to the teacher’s instruction; answer the ICQs and work in pairs to answer the questions.**  **Students follow the teacher’s instruction; answer the ICQs and briefly share their ideas about the issue.** | | **Procedure**  **Teacher asks the students to read the article individually in 2 minutes.**  **He asks ICQs if they should read it together or alone. Also he asks ICQ about the time.**  **Then he tells them to answer the literal questions, interpretive questions, and one apply question in pairs in 5 minutes.**  **Teacher instructs them that students A and B ask the questions and answer them in turn.**  **Teacher asks ICQs on the time for reading; how to do the reading activity and how to work in pairs; and about the timing of the activity**  **1-Does everybody in England speak English? Why?**  **2-What is the privilege of a ‘common language’ spoken in Britain?**  **3-What is a key factor in creating division in the UK?**  **4-Why are the women who cannot speak English in the UK, in danger?**  **5-Why do the opponents of Ms. Casey think the British government should not force people to learn English?**  **6-If you were a government official in the UK, what advice would you offer about this issue?**  **Now teacher defines two groups. According to the teacher’s instructions the group members briefly share their conclusions on the matter whether they agree or disagree with the decision defined in the activity in 4 minutes.**  **Teacher checks if the students have understood the task; also if they know their group members (he asks ICQs)**  **Teacher observes the students activities and take notes of their errors and issues. He may do some corrections.** |
| **Notes:** | | | | |
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| **Post Production:** | | | | |
| **Aims:** | | | **Materials:** | |
| **Time** | **Set Up** | **Student** | | **Teacher** |
| **2 min**  **1 min**  **1 min**  **1 min** | **Whole class**  **Whole class**  **Whole class**  **Whole class** | **Students stop the group work and look at the teacher. They answer the teacher’s CCQs and respond to his questions.**  **Students listen and answer the teacher’s questions. They notice their errors and the correction offered by the teacher.**  **Students pay attention to what they should do as assignment.**  **Students listen and answer ICQs on their essay assignments.**  **The students respond to the teacher’s dismissing greetings (probably a couple of them stay to ask questions)** | | **Procedure**  **Teacher claps his hand to sign the end of the group work. He gets a brief feedback from the groups.**  **Teacher asks what the students have learnt today. He asks CCQs**  **Teacher offers feedbacks and possible corrections for their errors.**  **Teacher briefly defines the homework for the next class to write a short essay on what was discussed in the group work (students may write the pros and cons of a call for everybody in Korea to speak Korean). Then he asks ICQ whether they understood the assignment.**  **The teacher thanks the students for active participation, enthusiasm, and their brilliant ideas on the topic.**  **-Good job! Well done!**  **If there is no questions then**  **See you tomorrow.**  **Have a nice evening.** |
| **Notes:** | | | | |