

SHAPING THE WAY WE TEACH ENGLISH. 1. THE LANDSCAPE OF ENGLISH LANGUAGE TEACHING

Larisa Ishchenko

PHASE 1 LESSON PLAN TEMPLATE

Directions:

Use this Template to fill out your lesson plan. (Add more space to any section if you need it.) Don't forget the reflection at the end (part F), as well. Refer to the rubric to be sure you have included all elements.

A. Students and Setting:

Students: Briefly identify the age, grade level, and previous English experience of your students. Include anything that would help other teachers understand who your target students are.

The ninth grade teenagers (ages 13-14) with Pre-Intermediate language proficiency, who have been studying English for four years in a Russian-Ukrainian – speaking environment.

Setting: Include the type of institution (private school, public school, university, other institution?) Include the number of students in the class. State how often the class meets and for how long. Please include anything that will help other teachers understand the situation where the lesson will be taught.

This is a comprehensive (public) school where English is taught two times a week. There are 14-15 students in the class. Every lesson lasts 45 minutes. The classroom is adequately resourced. There is a computer with access to the Internet, a smart TV and a whiteboard. The students have textbooks of one of the famous British publishers. Most of the students use iPads, iPhones and tablet PCs.

B. Lesson Background:

Describe briefly what kinds of lessons have immediately preceded this one. Are you expanding a previously learned/practiced point? beginning a new module? offering extended practice? Describe briefly what will happen following this lesson. Are you expanding or continuing practice? If this is the first or the final lesson, be sure to say so. Include anything that will help teachers to visualize the lesson context.

This integrated skills lesson with extended listening skills and vocabulary work is the first in the thematic unit “Technology in our life” (the unit consists of eight lessons). At the following lessons students will take part in a group discussion, assume a monitoring role and make a short presentation to the class. The theme of the last lesson of the unit is ‘Learning English with Technology – My Choice’. Students are to make a 3 min video (individually, in pairs or groups) in which they will talk about gadgets and explain how they can use technology in learning English in class or beyond it.

C. Learning Objectives/Expected Results:

Describe how students will improve or change as a result of this lesson. Include what students will be able to understand and **DO** as a result of the lesson.

The students will increase , demonstrate listening comprehension of the dialogue for specific



information , develop

At this lesson the students learn and practice vocabulary related to *gadgets and appliances*.

As a result of the lesson my students will be able to talk, express ideas, give and justify their opinions on things read, seen, heard and viewed using appropriate language in oral and written format during individual and pair work. The students will also be able to give articulate instructions on using gadgets and appliances.

D. Materials and Sources:

Materials: List any objects or realia that you need to make or collect. List any authentic materials that will be used, and whether you need to prepare or enhance them beforehand. List any needed worksheets or written instructions.

Be sure that any materials you mention in the Procedures section are also listed here. Include worksheets or handouts as attachments.

Prepared beforehand:

- **Virtual/Digital representations of realia (Pic.1, Pic. 1.1)**
- **A Handout and a Worksheet. One copy of each for a student**
- **Cards with the names of objects**

- **Students will need their notebooks to hand in to the teacher at the end of the lesson and blue pens.**
- **A computer , a TV, access to the Internet, a blackboard and a piece of chalk**

Sources: List where your materials or realia came from so that others may find them.

Shaping the Way We Teach English, 1: The Landscape of English Language Teaching

by Dr. Deborah Healey, Jeff Magoto, Dr. Elizabeth Hanson-Smith, Week 1 Introductory video at Coursera
<https://class.coursera.org/shaping1landscape-002/lecture/7>

Rivera, C. (2006). Classroom techniques: Communicative activities for middle school classrooms. *English Teaching Forum*, 44(2), 34-36. Retrieved from

http://americanenglish.state.gov/files/ae/resource_files/06-44-2-h.pdf

Cathy Allen Simon. Using the Think-Pair-Share Technique – ReadWriteThink

<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>

BBC News Click Video ***Ask a Wrist Watch Complex Questions***

<http://www.bbc.co.uk/programmes/p013n6xi>

Sarah Cunningham, Peter Moor, *Real Life Pre-Intermediate Students'book* : Pearson, 2012.

The pictures are taken from the Internet (Google, Pinterest, Flickr)

E. Procedures / Timing:

List step by step what you will do in class, and what you expect the students to do. How will you provide opportunities for students to talk to each other, for example with group or pair work? Make sure that you include the use of authentic materials/realia AND pair/group work appropriately. Be sure the time that is allocated is appropriate. The reader needs to be able to visualize how the lesson will proceed.

Your lesson should be about 40-60 minutes long. Try to divide the steps logically, where the teacher moves to a different activity.

Procedures / Timing: Use the table below. Each new action by the teacher can be a separate row in the table if you have enough rows. Remember to do Section F, Reflection, at the bottom of the page.



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Phase 1 Lesson Plan Template

Teacher does/says . . .	Students do/say . . .	Approximate time needed
<p>Starts the lesson with asking the students a question and sets the task.</p> <p><i>What electrical and/or battery operated objects do you use every day? In 30 sec one representative of each pair in turn has to come to the blackboard to write one word from the lists you've written. Make sure your word hasn't been written before. We can have several rounds to make the list on the blackboard as soon as possible.</i></p> <p>Asks the pair that hasn't come to the blackboard (if any) to read their list of words to the class.</p>	<p>Make lists of objects in pairs. Then a student from each pair writes one new word on the blackboard.</p> <p>One pair of students has no words to write, because all their words are already written. They read the words to the class.</p>	5 min
<p>Sets the situation.</p> <p><i>You have a chance to take part in the reality show Survivor. Look at the list of the words written on the blackboard and choose three objects you think you need most of all. Name the objects and explain why you've chosen them in particular according to the model:</i></p> <p>Writes on the blackboard:</p> <p>If I take part in the reality show Survivor, I will take____,because it_____.</p> <p><i>Exchange your ideas with the partner and present them to the class</i></p> <p>Monitors.</p>	<p>Choose the objects, discuss in pairs and share their ideas with other students</p>	4 min



<p>Displays the Pic.1 from his/her Materials, prepared for the lesson, on the TV screen.</p> <p><i>Please, look at the TV screen. You can see the pictures of eight gadgets and appliances. You should match the pictures of the gadgets with their names. (figure – letter)</i></p> <p>Every time the students announce the answer, the teacher shows the correct one on the screen (Pic.1.1)</p>	<p>Match the pictures to their definitions in pairs and say their variant of choice aloud.</p> <p><i>One – c, etc.</i></p> <p>Check the answers looking at the TV screen</p>	<p>7 min</p>
<p>Offers students to select three gadgets/appliances they think are the most necessary ones in real life, and to write sentences with them.</p> <p><i>You should choose three gadgets and write three sentences in your notebooks explaining why you think those gadgets/appliances are important in real life. I'll write you the model on the blackboard.</i></p> <p>Writes the model: <i>I think fridges are the most important appliances of all, because if we didn't have them our food would spoil very quickly.</i></p>	<p>Choose three gadgets and write three sentences into their notebooks.</p>	<p>5 min</p>
<p>Distributes Handouts.</p> <p>Read the sentences aloud.</p> <p>Asks the students to repeat them after him/her and</p>	<p>Read the sentences, repeat the words after the teacher and explain their meaning physically.</p>	<p>5 min</p>



explain the meaning of the highlighted words using gestures, mimic, etc.		
<p>Puts Worksheets on the students' desks. Reads the task.</p> <p><i>Complete the explanations of how two gadgets work. What are they?</i></p> <p>Checks the answers together with the students.</p>	<p>Complete the texts individually. Then check in pairs and with the teacher.</p>	6 min
<p>Displays the phrases (Pic.2) on the TV screen. Offers each pair of students to choose a card with the name of a gadget (the students don't know which word is written on a card)</p> <p><i>Can anybody guess?</i></p>	<p>Read and repeat the phrases in turns</p> <p>Each pair chooses a card with the name of a gadget. Describe how to use it Other students try to guess.</p>	6 min
<p>Shows a video.(Pic.3)</p> <p><i>Now we'll watch a 2 min video from BBC News Channel about a new gadget. When watching it put down some information into your notebooks. Watch the Video and answer the questions:</i></p> <p><i>What is its name? What is it for? Would you like to have such a gadget and why?</i></p>	<p>Watch the video, put down some notes. Answer the questions.</p>	5 min
<p>Asks the students what they have learnt at the lesson.</p> <p>Collects students' notebooks</p> <p>Gives the assignment for the next lesson</p>	<p>Give feedback to the teacher in the form Can Do sentences</p>	<p>2 min</p> <p>Total: 45 min</p>



F. Reflection - Week 2:

Describe how this lesson demonstrates the use of realia and/or authentic materials and pair or group work. Explain how this lesson is appropriate to the age/grade level of student you are targeting.

My students' main difficulty in their English language learning is the ability to speak fluently. That is why I've been trying to find such methods and technologies that can help them to solve that problem in the best way.

At the lesson my students work in pairs. This enables them to compare answers and clarify problems together using English.

Someone said that to learn anything fast and effectively you have to see it, hear it, and feel it. I have noticed that using authentic materials and/or realia in teaching English can improve students' speaking greatly.

In the lesson I use virtual (digital) representations of realia. The students will be able to use those images in their presentations and videos for the final lesson.

This lesson is performed according to the curricular and the CEF standards. The sphere of communication, vocabulary and grammar is appropriate to this age/grade level of student I'm targeting

ATTACHMENTS

Pic. 1

Gadgets and Appliances





2



4



5



6



7



8



- a a pendrive
- b a digital camera
- c a mobile phone
- d a smart TV
- e a vacuum cleaner
- f a hairdryer
- g a games console
- h an MP3 player

Pic. 1.1

	
<p>1 - c a mobile phone</p>	<p>3 - d a smart TV</p>
	
<p>2 - b a digital camera</p>	<p>4 - f a hairdryer</p>

	
<p>5 - g a games console</p>	<p>6 - h an MP3 player</p>
	
<p>7 - a a pendrive</p>	<p>8 - e a vacuum cleaner</p>

Pic. 2

Giving instructions

- First of all, you switch it on.
- Then you select from the menu.
- You have to charge the battery/it.
- Just follow the instructions.
- Don't forget to switch it off.

Pic.3

The Video



Ask a wrist watch complex questions

"Where is the nearest good restaurant?" is a question that used to be asked to local people, then search engines on smartphones answered a lot of those questions.

Richard Taylor looks for some answers from a speaking watch that links to a phone.

Release date: 16 Jan 2013
🕒 2 minutes

This clip is from



Click
12/01/2013

HANDOUT

Read, Repeat, Explain

1. It doesn't work. You've forgot **to put batteries in** it.
2. "Please, **plug** my hairdryer **in**", said the mother.
3. You **charge the battery** using a charger.
4. The TV can be **switched on** and **off** with a remote control.
5. You **press a button** **to turn** the volume **up** or **down**.



6. You **select from the menu**.
7. It can **record messages**.
8. "Nick, before going to bed don't forget to **set the time** on your alarm clock to get up on time", said the father .

WORKSHEET

Complete the explanations of how two gadgets work. What are they?

1.

First of all, you need to plug it 1. in and press the button to switch it 2. _____. Then you need to 3. _____ the time. If you have any messages, you 4. _____ the button to listen to them.

2.

Before you use it for the first time, 5. _____ the battery for about twelve hours. You just 6. _____ the charger _____. Then you put the game 7. _____ here and follow the instructions on the screen. Don't forget to switch it 8. _____ if you are not using it.

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