

## LESSON PLAN TEMPLATE – Online Teaching

Name of Teacher: Amany Ismail

Date: April 8, 2020

Length of Lesson: 90 minutes

Level: Conversation 3

Book/Units: Skillful 3/ 1, 2, 3, 4, & 5

No. Students: 17

### Language Focus

**Language points** – *Specific vocabulary, grammar, pronunciation points; specific functions you will teach*

**Language skills** – *Circle the primary skill/s you will teach and underline others students will use in the lesson*

Speaking

Listening

Reading

Writing

Grammar

Vocabulary

Pronunciation

### Learning Objectives

By the end of the lesson, students will be able to:

- ✓ Use vocabulary about pros and cons of inventions.
- ✓ Speak about pros and cons and show their opinions
- ✓ Know the difference between a real questions and a rhetorical question.
- ✓ Assess those who support or oppose and opinion; or when the opinion is not clear.
- ✓ Use 'have' and 'take' collocation in British and American ways.
- ✓ Recognize differences in word families and make sentences.

### Students' Online Experience

<i>What challenges do you anticipate your students will have with the online delivery of this lesson?</i>	<i>How will you avoid and/or address these challenges in your lesson planning and delivery?</i>
Internet connection Confusion until they get used to the LMS program Noise surrounding them Uncomfortable using technology to learn and preferring the old school strategy of teaching.	Comforting them that even if they are disconnected, they won't miss anything because the session is recorded Help them step by step anytime they need to know how to use anything in the LMS program. Will let them know about my office hours and that they are always welcome to ask any questions and I will be helping them.

	Will try to use a lot of activities to enjoy online class and talk about how this new tool is better and more beneficial.
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TIME	TOPIC/ACTIVITY	PROCEDURES	INTERACTION*	MATERIALS	ONLINE TOOLS	NOTES @ Tech Issues
6-6:15	Checking listening Assignments	Each learner will take a turn to speak answer one of the questions.	Discuss any mistakes.	Book (p. 8 & 9)		
6:15-6:30	Study and take drill on Connectors (unit 1)	Learners will learn vocabulary of the unit. Discuss each word how this can be related to life events.	Using poll to answer questions	Digital book exercises		
6:30-7:00	Vocabulary on inventions Critical thinking	Learners will be divided into groups to use vocabulary in the book, along with answering the exercise, and work on the speaking task given to them. Learner will look at the pictures in the book and define with class mate the pros and cons of these products	Board to allow learners leave their notes Breakout rooms	Book (p. 25)		
7:00-7:20	Vocabulary Discussion	Answer the exercise of the vocabulary in the book then use vocabulary in this exercise, and in the previous one on P. 25, to share the invention they prepared to talk about.	Breakout rooms where learners answer questions.	Book (p.18)		
7:20-7:30	Speaking Skill Wrap up	Learner will share how to use examples with the questions and prompts in exercise 2.  Inform learners about next session's assignment and make sure there is no confusion.	Will use the board to answer	Book (P. 24 )		

\* Interaction patterns during BBB lesson: T > Ss; T > S; S > T; S > S; S > Ss; S (individual work)

**HOMEWORK:**

**Global Listening:**

Listen to track 1.06 and answer exercises 1 and 2 on page 19. In exercise 2, the pictures are on page 18.

**Close Listening:**

Listen to track 1.07 and check the rhetorical questions in the lecture. Rhetorical means it doesn't need an answer; it sounds more like wondering (P.19).

**Global Listening:**

Listen to track 1.08 and answer exercises 1 and 2 on page 20. Exercise 1 is to listen careful and circle the genetically modified salmon, and then listen again carefully to arrange the topics with the same sequence in the audio.

**Close Listening:**

Listen to track 1.09 to provide the occupations of the speakers (page 21). **MAKE SURE TO PROVIDE A VOCABULARY THAT MADE YOU KNOW THAT THIS PERSON HAS THIS JOB.**

Listen to track 1.08 and fill in the boxes who opposes, supports or no clear position/point of view (page 21).

**Vocabulary skill:**

Answer "word families": exercises 1 & 2. Answer "American and British Collocation (have)" exercises 3 & 4 (page 22)