

<b>NAME: Heather Barker</b>	<b>DATE:16/may/2023</b>	<b>TP NUMBER: TP3</b>
<b>LEVEL: A2 (pre-intermediate)</b>	<b>LENGTH: 40'</b>	<b>FOCUS:Vocabulary</b>

<b>MAIN AIM(S):</b> By the end of the lesson the students will have....	<b>SUBSIDIARY AIM(S):</b> By the end of the lesson the students will have....
to introduce and practise some vocabulary relating to qualifications	Speaking skills for debating

<b>PERSONAL AIMS – action points I want to work on</b> (one box each)	<b>HOW I will work on these</b>
Standing back while drilling and when students are answering	Working into my lesson when I need to stand back and consciously make the effort.
Finding creative CCQ's and not saying "do you understand"	Preparing these beforehand. Studying the CCQ examples from Mike's input classes. .eg. show a photo of a university.

<b>LANGUAGE ANALYSIS – MFPA</b>	<b>POSSIBLE LEARNER PROBLEMS OF MFPA</b>	<b>SOLUTIONS</b> (include CCQs, timelines etc.)
<i>Qualification</i> (noun) / ,kwɒlɪfɪ'keɪʃn/ a pass of an examination or an official completion of a course.	P: students may find the /kwəl/ sound difficult	<i>If necessary explain the Qu sound. T-s</i>
<i>university</i> (n): an institution at the highest level of education where you can study for a degree or do research / ,juːnɪ'vɜːsəti/	P: <i>students may not pronounce the initial /j/ sound and stress the last syllable (because of Spanish).</i>	T will mark the stress and drill the word. T-s
<i>Certificate</i> (noun)/sə'tɪfɪkət/ an official document that may be used to prove that the facts it states are true.	P: <i>this word is necessary for them to answer questions and talk in the debate later in the lesson.</i>	T could print a fake certificate to show them what it is and to create interest.
<i>Course</i> (noun) /kɔːs/ a series of lessons or lectures on a particular subject	P: <i>ss might find this difficult to say especially spanish students with the se turning into a /ors/</i>	Ss could fill out the exercise 1a and then compare ideas on what they believe a course is. If they dont understand I could elicit that they are on one by writing their lessons on the board then drawing a circle around it.

<p><i>apprenticeship</i> (noun) /əˈprentɪʃɪp/ Learning skills while working with a professional.</p>	<p><i>'Tice' sounds more like 'tis' and it is said faster than the rest of the word. Ss might have to slowly sound it out and therefore not use it as it doesn't sound natural fluency.</i></p>	<p>Checking pronunciation during monitoring and then having them all repeat it together S-s t-s</p>
<p>driving licence (noun) /ˈdraɪvəz laɪsns/ an official document that shows that you are qualified to drive</p>	<p><i>P: Ss would have a difficult time with the pronunciation of 'licence'. /Ləl /sns/</i></p>	<p>Writing the phonetics of the word will help students pronounce it.</p>
<p>face-to face learning (adverb) /ˌfeɪs tə ˈfeɪs/ people who are close together and looking at each other</p>	<p><i>P: Ss will need to know the meaning of this word as there is no translation in spanish.</i></p>	<p>T will stand opposite a student and ask Can you see me and can I see you? yes If I video call you is that face to face learning? No How am I teaching you? face-to-face</p>

**ASSUMPTIONS – what I think the students already know about the language I'm teaching**  
I believe most of them will understand the career titles and other related vocabulary.

**TOPIC/THEME** e.g. holidays, sport, health etc. (**NOT** the grammar area)  
Qualifications

<b>APPROACH</b> (please highlight one)	<b>IF discrete-item/grammar lesson</b> (please highlight one)
<p><b>Discrete item</b> Functional language Skills Task-based learning</p>	<p>Teaching from a text <b>Teaching from examples</b> Teaching from rules Test-teach-test Situational presentation</p>

**STAGE PLAN**

TIME & INTERACTION	STAGE AIMS WHY are you doing this stage?	PROCEDURE WHAT will the students do and HOW? What will the teacher do?	MATERIALS
T-Ss 2-4'	1. Lead in <ul style="list-style-type: none"> <li>● lead in to create interest and establish context.</li> </ul>	<ul style="list-style-type: none"> <li>● Some discussion questions in pairs.</li> <li>● What do you think we are going to be talking about today?.etc.</li> <li>● T will show Ss some examples of why qualifications.</li> </ul>	Powerpoint
T-Ss Ss-Ss 3-5'	2: Guided discovery (meaning and form) <ul style="list-style-type: none"> <li>● To clarify the meaning of the discrete item</li> <li>● To clarify the form of the discrete item</li> </ul>	<ul style="list-style-type: none"> <li>● From the photographs from the presentation.</li> <li>● Ss will guess what the topic is</li> <li>● discuss in small groups what they think is happening in the images.</li> <li>● Then T will reveal the word 'qualification'</li> </ul>	Powerpoint
T-Ss Ss-ss 6-8'	3: Consolidation of form <ul style="list-style-type: none"> <li>● To clarify what forms are possible/not possible</li> </ul>	<ul style="list-style-type: none"> <li>● A - Vocabulary in bold</li> <li>● Ss write meanings</li> <li>● Ss correct first in pairs (T monitor) (T delay feedback)</li> <li>● T goes through vocab with them</li> <li>● focus on form e.g. correct incorrect spelling</li> <li>● Then they will get a hand out with vocabulary and we will go through pronunciation and meaning together. With drilling.</li> </ul>	Speak Out 2nd Edition (Int) Pearson Claire & Wilson.
S-s 10-12'	4. Practising the vocabulary	Context for debate <ul style="list-style-type: none"> <li>● Some slides on reasons for each side.</li> <li>● T asks Ss about each slide.</li> <li>● .eg. Ss talk in pairs and figure out what else you need a qualification for?</li> <li>● B- 5 Benefits</li> <li>● Ss answer in pairs</li> <li>● T Monitor</li> <li>● What do you know about these men? Mark Zuckerberg.etc.</li> </ul>	Speak Out 2nd Edition (Int) Pearson Claire & Wilson.

S-s 9-11'	5.Speaking Debate style exercise	Debate <ul style="list-style-type: none"> <li>DT asks S-s to work in two groups. T choose which side of the classroom is for or against. As theirs a more obvious argument.</li> <li>Ss talk using the vocabulary provided after practice.</li> <li>"University is a waste of time"</li> <li>T monitors and writes notes on ss pronunciation and use of new vocabulary</li> <li></li> </ul>	Speaking
T-s 4-6'	6.Error correction	<ul style="list-style-type: none"> <li>T writes CCQ questions on the board based on ss errors</li> <li>Correcting students' language and recurring errors to deal with in feedback.</li> </ul>	Whiteboard

#### ANTICIPATED PROBLEMS – OTHER AREAS (**NOT** language areas e.g. odd number of students, technology not working)

Area	Possible problem (one per box)	Solution
Technology not working	Projector might not be working.	Show off the computer when necessary. Everything else should be taught by T to Ss by whiteboard or speaking.
Students vocabulary	Students might have a problem with the form of sentences around qualifications. I have heard some examples of "he jobs" or "he builder" instead of "he is a builder".	Pre-teach some full sentence structures so they have confidence getting their point across.

SOURCE OF MATERIALS (published materials your lesson is based on, including your course book and any web pages). Have you adapted?	WRITTEN RECORD What written record will learners get of MFPA of new language?
Speak Out 2nd Edition (Int) Pearson Claire & Wilson.	Homemade handout with Questions from SpeakOut textbook. Plus some added vocabulary and tips.

#### TUTOR COMMENT

<b>LANGUAGE ANALYSIS &amp; ANTICIPATED PROBLEMS</b>	You have provided clear details in the analysis sections – you need more issues with meaning in the issues section, and details of how you will check understanding in the teaching solutions
<b>LESSON PLAN</b>	The plan progresses logically – some stage aims and procedures need to be more explicit - see any comments I have made´ Claire

## POST-LESSON EVALUATION

<b>AIMS</b>	I achieved my aims <input type="checkbox"/> fully <input type="checkbox"/> mainly <input type="checkbox"/> partially <input type="checkbox"/> insufficiently (highlight <u>one</u> )  The evidence I have is...
<b>SUMMARY</b>	If I were to teach this lesson again, I would...
<b>PROFESSIONAL DEVELOPMENT</b>	From teaching this lesson I learned...
<b>PERSONAL AIMS</b>	I made progress in the following...
<b>ACTION POINTS</b>	In future I need to work on...
<b>TUTOR COMMENT</b>	

**PLEASE PASTE YOUR LESSON MATERIALS HERE AND DELETE THIS MESSAGE**