

In The Name of Landlord

Teacher: Eskandar Samadi	High school: Shahid Beheshti
Lesson No: 1	Title of the Lesson: Understanding people
Sub-topic: Conversation	Pages: 19-20
Number of students: 24 male students	Class No: 201
Grade: Eleven	Major: Biology
Required time: 45 minutes	Approach: CLT
Lesson Start Time: 8 A.M – Sunday	Date: 11/08/1396
City: Avaj	Province: Qazvin

Teaching Point	Conversation	
Main Lesson aims	<ol style="list-style-type: none"> 1. Providing learners with ‘comprehensible input. 2. Presenting new vocabulary/expressions related to the conversation 3. Providing oral input for listening and reading practices 4. Giving students some opportunities to produce meaningful output 5. Raising students’ awareness towards countable and uncountable nouns 	
Disciplines	Intellection	Students can think about the concept ‘Talking about Languages’. They can internalize the reasons for learning different languages and develop an understanding of how to learn foreign languages.
	Faith	They can accept the value of learning foreign languages.
	Science	They can use different resources to discuss different ways of learning a language.
	Practice	They can perform activities related to learning a foreign language.
	Ethics	They respect their mother tongue as well as the other languages.
Domains of learning	Cognitive Domain	<p><i>After learning this lesson the students should:</i></p> <ul style="list-style-type: none"> - get the gist of meaning the conversation - get the meaning of the new words - get familiar with countable and uncountable nouns
	Affective Domain	<p><i>The teacher expects the students to:</i></p> <ul style="list-style-type: none"> - get interested in talking and learning about different languages. - get interested in different ways of learning a foreign language - think more deeply about different languages - be proud of their mother tongue and respect it
	Psychomotor Domain	<p><i>After learning this lesson the students should be able to:</i></p> <ul style="list-style-type: none"> - answer the questions written below the conversation orally - pair up and practice the conversation - make new questions for the conversation and answer them
Context	Involving students in real meaning making context in which they will work individually, in pairs, and in groups to develop the ability to get the gist of the conversation and be able to discuss the topic.	

Class Setting	The class is divided into teams of four members. Each group has a head (This person has been selected by a placement test at the beginning of the year). For pair-work activities each group will be divided into two groups and students will sit two by two.
Entry Behavior	Students of grade eleven: -are familiar with English conversations. -have learnt the words such as: office, welcome, language, important, favorite -have learnt names of different Languages and nationalities
Materials Used	Student book, CD, CD player, whiteboard, student book, workbook, laptop, posters, pictures, flash card, powerpoint slides.
Diagnostic evaluation	<i>Results of this evaluation define the beginning point of instruction:</i> Do you know the meaning of mother tongue? Do you know different ways of learning a language? Do you think learning a new language should start as soon as possible? Can you name some foreign languages? What is your favorite language?
Assumptions and techniques	Presenting rich and authentic input via TBLT, involving students in Pair/ group work. The following techniques and strategies will be used: Question and answer, discussion, problem solving, explanation, group work, creative learning, and visual exposure.
Predicted problems	Some students might not know the meaning of some of vocabularies.

Teaching steps

Step	Teacher's activity and the rationale behind it	Learner role	Required Instrument	Interaction	Time
Preparation	1. Greeting- doing call the roll: <i>The rationale behind this step is to make students understand that their presence is of high importance also this way the teacher develops a cordially relationship with his students which will decrease their debilitating stress.</i>		List of students	T ↔ S S ↔ T	2 min
	2. Starting the class with a saying of prophet Mohammad (PBUH) which is related to the theme of the conversation. <i>The purpose of this stage is to start the class with a moral by using Islamic pandect.</i>		-Video projector -White board	T ↔ SS	1 min

Preparation					
	3. Checking the previous assignment.		Books/ notebooks	T ↔ S S ↔ T	3 min
	4. Reviewing the words that students have already learned. <i>The purpose of this step is to review the related vocabularies. These words are chosen purposefully in order to prepare students for the conversation.</i>		-Video projector -White board -Realia -Pictures	T ↔ SS SS ↔ T T ↔ S S ↔ T	2 min
Pre-listening	1. Presenting the words in the wordbank with the help of the students -Showing powerpoint slides / pictures University, Language institute - Definition Experience: knowledge you gain from doing a job or activity - Giving synonyms absolutely = completely, totally - Exemplification fluently: He speaks fluently Using dictionary: besides	Making flash cards or powerpoint slides for the new words Taking part in processes of teaching by making sentences or phrases with the new words looking up the new words in the dictionary guessing the meaning of new words	Whiteboard Powerpoint slides English dictionary	T ↔ SS SS ↔ T T ↔ S S ↔ T	3 min
	2. Showing a video of a young boy who can speak 14 languages <i>The rationale is to motivate the students to learn a foreign language and also to prepare students for the conversation.</i>		Video movie Video projector Loud speakers	T ↔ SS	2 min
	3. Playing a ball-game with students to say the names of some countries and their language. (Each student says the name of a country and its language as he gets the ball). <i>The rational of this step is to motivate students and to have some fun.</i>	Getting involved in the game and saying the game	a ball	T ↔ S S ↔ S	3 min

	<p>4. Brainstorming Ask students to work in groups and share what they know about other languages and different ways of learning a foreign language</p>	Participate in the dialogue, pair work, and group work	White board and markers	T ↔ SS SS ↔ T T ↔ S S ↔ T	2 min
Listening	<p>1. Playing CD and asking students to listen carefully for the gist of meaning</p>	Listening carefully for the gist of meaning	CD CD player	T ↔ SS	2 min
	<p>2. Writing some questions on the board and asking them to listen and find their answers: 1. Where are they? 2. What languages does Mr. Saberian know? 3. What is Mr. Saberian's favorite language?</p>	Finding the answer of the questions	Whiteboard and markers	T ↔ SS S ↔ T	2 min
	<p>3. Checking the students' answers after listening.</p>		Whiteboard and markers	T ↔ SS SS ↔ T	1 min
Post-listening	<p>1. Replaying the audio for students to check their answers.</p>	Listening to the audio carefully	CD CD player	T ↔ SS	2 min
	<p>2. Asking the students to answer the questions written below the conversation orally.</p> <p>Display Where does Mr. Saberian work?</p> <p>Inference Was Mr. Saberian living in a foreign country when he was 13?</p> <p>Opinion gap How many languages do you know?</p>	Answering the comprehension questions of the book	Student book Worksheet	T ↔ SS SS ↔ T T ↔ S S ↔ T	3 min
	<p>3. Giving the students a worksheet</p>	Working on the worksheet	Worksheet	T ↔ SS	6 min
Summing up	<p>1. Asking students to share their experience of listening with the class.</p>	Sharing with others what they have learned			3 Min
	<p>2. Stating their personal experiences and opinions to the teacher and the class.</p>	Sharing with others their experience			3 Min
Evaluation	<p>1. Evaluation While Teaching: Checking the students' understanding of the key words - Paying attention to the students' answers to the questions discussed in the classroom</p>	Answering different questions Answering the questions in the worksheets		T ↔ SS SS ↔ T T ↔ S	No separate time

	<p>-Paying attention to the students' interests and dislikes toward different parts of the lesson</p> <p>-evaluating the students' behaviour while talking in groups or pairs</p>	<p>taking part in group activities</p>		<p>S ↔ T</p>	
Evaluation	<p>2. Evaluation after Teaching</p> <p>inviting pairs to come to the front of the class to role play the questions and answers.</p> <p>-Giving the students a short quiz</p> <p>-Giving the students different kinds of comprehension questions.(display, etc.)</p>	<p>-Role playing</p> <p>-Taking vocabulary tests</p> <p>-Answering comprehension questions</p>	<p>Written and oral quizzes</p>	<p>T ↔ SS SS ↔ T</p> <p>T ↔ S S ↔ T</p>	<p>3 min</p>
Homework	<p><i>The teacher asks the students to:</i></p> <p>-listen to the CD at home and read the conversation again.</p> <p>- write 5 new comprehension questions for the conversation. (individual assignments)</p> <p>- Make a dialogue based on the conversation and talk about foreign languages. (Pair assignment)</p> <p>Work in pairs and play the role. (group assignment)</p>	<p>Listening to the CD and reading the conversation</p> <p>making new comprehension questions</p> <p>writing a new dialogue</p>	<p>CD</p> <p>Student book</p>	<p>T ↔ SS</p>	<p>2 min</p>