

**TRT Lesson Plan Pro Forma**

<b>Name:</b>	JIAYU LIN (REBECCA LIN)			<b>Date:</b>	September 4 <sup>th</sup> , 2015																									
<b>Lesson No:</b>	4	<b>No. Ss</b>	10	<b>Level:</b>	Intermediate																									
<b>Topic/Context:</b>																														
Talk about Your City																														
<b>Overall objective:</b>																														
By the end of the lesson learners will be better able to give opinions about things they like and dislike about the city and their school using “the thing...is/what...is”.																														
<b>Target Language/Form:</b>				<b>As evidenced by:</b>																										
<ul style="list-style-type: none"> <li>Utterances: at the end of the lesson, learners will be able to use the following cleft sentences, i.e. ‘the thing that/what ... about... is ...’, to describe things they like or dislike in the contexts of discussing the good and bad things about a city and in the freer practice - school.</li> </ul> <p>Example utterances:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">The thing that What</th> <th style="width: 15%;">+ Opinion</th> <th style="width: 15%;">(+ Topic)</th> <th style="width: 10%;">+ is</th> <th style="width: 40%;">+Noun/Sentence</th> </tr> </thead> <tbody> <tr> <td>What</td> <td style="color: blue;">I love the most</td> <td>about Shanghai</td> <td>is</td> <td>the architecture.</td> </tr> <tr> <td>One of the things (that)</td> <td style="color: blue;">people like</td> <td>about Shanghai</td> <td>is</td> <td>the great view at night.</td> </tr> <tr> <td>The thing that What</td> <td style="color: green;">bothers me</td> <td></td> <td>is</td> <td>that cars don’t make ways for pedestrians.</td> </tr> <tr> <td>Another thing (that)</td> <td style="color: green;">I don’t enjoy</td> <td></td> <td>is</td> <td>people spitting on the street.</td> </tr> </tbody> </table> <p>Utterance analysis:</p> <ul style="list-style-type: none"> <li>➤ Cleft sentences: We can emphasize particular words and expressions by putting everything into a kind of relative clause except the words we want to emphasize. We usually use ‘is/was’ to separate the emphatic and the other information. They are useful in writing but they are also very common in speech. (Swan, M., 2051, <i>Practical English Usage</i>)</li> </ul>				The thing that What	+ Opinion	(+ Topic)	+ is	+Noun/Sentence	What	I love the most	about Shanghai	is	the architecture.	One of the things (that)	people like	about Shanghai	is	the great view at night.	The thing that What	bothers me		is	that cars don’t make ways for pedestrians.	Another thing (that)	I don’t enjoy		is	people spitting on the street.	<p>Stage 5: Each student uses AT LEAST three different utterances to give their opinions in the group.</p> <p>Stage 6: Each student uses ANOTHER three different utterances to give their opinions in the group.</p>	
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Frequency of the functional chunks in speech from *Corpus of American Soap Opera*:

Phrases	Frequency in speech
The thing I... is...	142
The thing that... is...	341
What I love... is ...	298
What bothers me is...	92
What makes me... is...	205

- Possible positive phrases:  
The thing that/What I + love/like/enjoy is...  
The thing that/What is awesome/interesting/great/exciting...is...  
The thing that/What makes me ...is...
- Possible negative phrases:  
The thing that/What I + don't like/enjoy is...  
The thing that/What bothers/bugs/gets/annoys me is...  
The thing that/What makes me ...is...
- Grammatical: by the end of the lesson students will be able use the structure “the thing that/what + opinion + about ... + is + noun/sentence” correctly to give opinions about what they like and dislike about the city and the EF school.

The thing that What	+ Opinion	(+ Topic)	+ is	+Noun/Sentence
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- a. 'the thing that' = 'what'
- b. 'that' can be omitted if the opinion starts with a subject word. It cannot be omitted if it starts with a verb.  
The thing (that) I love...  
The thing that bothers me...
- c. A what-clause (or 'the thing that'-clause) is normally considered to be singular; if it begins a cleft sentence it is followed by 'is/was'. But a plural verb is sometimes possible before a plural noun in an informal style. (Swan, M., 2051, *Practical English Usage*)
- d. After the auxiliary 'is', it could be a noun, a gerund or a sentence.  
What I like is the architecture.  
What I don't enjoy is people spitting on the street.  
What I don't enjoy is that some people spit on the street.

Stage 5:  
Each student uses AT LEAST three different utterances to give their opinions in the group.

Stage 6:  
Each student uses ANOTHER three different utterances to give their opinions in the group.

Stage 4:  
Learners as a class identify the forms in the example sentences.

Stage 5 & 6:  
Learners can use the utterances in correct form. If they make mistakes, they should be able to self-correct if prompted in the feedback session.

<ul style="list-style-type: none"> <li>Lexis: by the end of the lesson students will be able to use AT LEAST one positive adjective and one negative verb in the utterances 'the thing that/what...is...'. Positive adjectives: awesome, interesting, great, exciting Negative verbs: bother, bug, get, annoy</li> </ul>	<p>Stage 5 &amp; 6: Each student uses AT LEAST one positive adjective and one negative verb in the discussion.</p>
<p><b>Phonological Aspects:</b></p>	<p><b>As evidenced by:</b></p>
<ul style="list-style-type: none"> <li><b>Main focus:</b> students will be able to say emphatic sentences more naturally by adding the stress on the attitudinal verb/adjective and the key information after the auxiliary verb 'is'.</li> <li><b>Secondary focus:</b> students will be able to pronounce the lexis in the example utterances and other incidental lexis correctly</li> </ul> <p>- <b>Sentence stress in emphatic sentences:</b> (Eastwood, J. 2002, <i>Oxford Guide to English Grammar</i>)</p> <p>The thing that I love about Shanghai is the architecture.</p> <p>One thing that people like is the great view at night.</p> <p>What bothers me is that cars don't make ways for pedestrians.</p> <p>What I don't enjoy is people spitting on the street.</p> <p>- <b>Lexis in the example utterances:</b> Architecture - /'ɑ:kɪtektʃə/ Pedestrians - /pɪ'destrɪənz/ Spitting - /'spɪtɪŋ/ awesome - /'ɔ:səm/ bother - /'bɒðə/</p>	<p>Stage 4: learners in groups will be able to identify the stressed word in the sentence and say the sentences naturally.</p> <p>Stage 5-6: learners will be say the utterances with correct stress.</p> <p>Stage 4: learners will be able to pronounce these five lexis correctly</p>

Skills practiced:	As evidenced by:
<ul style="list-style-type: none"> <li>• Speaking Students will give opinions about things they like and dislike about the city and their school using “the thing...is/what...is”. Students will be able to engage in a group discussion and ask for opinions, agree or disagree with others. Students will be able to pronounce the stressed words in emphatic sentences naturally in spoken discourse.</li>   <li>• Reading Learners will engage in a fast reading activity scanning for information. Learners will be able to discover the target language from an article</li> </ul>	<p>Stage 5 &amp; 6: Learners engage in group discussions and are able to use the target utterances to give opinions</p> <p>Stage 3: Learners will be able to answer the 3 questions in the fast reading: ‘where did she live’ ‘where is she now’ ‘what is she writing about’</p> <p>Stage 3: Learners can identify the five sentences (2 likes and 3 dislikes) from the article.</p>
Anticipated Difficulties:	Suggested Solutions:
<ul style="list-style-type: none"> <li>● Learner Interaction In the last lesson, Elisa and Vicky stayed together for a few rounds in the speaking activities. They might not want to talk with other people.</li> </ul>	<ol style="list-style-type: none"> <li>1. Separate them and pair them up with other learners first and in the last activity, put them together.</li> <li>2. Give them more support when they are in the same pair.</li> </ol>
<ul style="list-style-type: none"> <li>● Learner Expectation Daisy and Steven mentioned that the topics before were easy. They might say the same thing again for this lesson.</li> </ul>	<ol style="list-style-type: none"> <li>1. Set the aim at the beginning of the lesson. Emphasize the structures for the lesson is long and easy to make mistakes.</li> <li>2. Challenge them during the discussions and listen for their mistakes.</li> </ol>
<ul style="list-style-type: none"> <li>● Reading (model) <ol style="list-style-type: none"> <li>a. The fast reading task is 40 seconds. Some learners such as Elisa, Vicky, Maggie might feel stressed and frustrated if they can’t finish the task.</li> <li>b. Fast learners: Daisy and Steven might finish the tasks earlier.</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>a. Set the task clearly and emphasize FAST reading. But give them more time if they can’t finish.</li> <li>b. Ask them to label new vocabulary so that they can study at home. They can read the article in details too.</li> </ol>

<ul style="list-style-type: none"> <li>● Language Clarification Learners such as Eric and Fei might struggle with the forms because they always use wrong word orders in sentences.</li> </ul>	<p>Ask them to model a few times. They are not easily discouraged so remind them constantly the correct form during the practice.</p>
<ul style="list-style-type: none"> <li>● Speaking</li> <li>a. There might be learners who don't want to talk about the problems of their city.</li> <li>b. Fei and Daisy said that they always have some go-to phrases and shun away from using new language.</li> </ul>	<ul style="list-style-type: none"> <li>a. Show them my list about problems in SZ. Tell them it's okay. Every city has problems. People have to realize them before solving them.</li> <li>b. In the practice, highlight the utterances they don't use much and 'push' the learners to only use them in the practice.</li> </ul>

**Rationale:**

**Rationale for topic/context:**

- All the learners are from or have lived in Shanghai for more than 1 year. They are familiar with the city. They should be able to identify the positive and negative aspects of the city.
- All the learners in the interview stated that they want to engage in chats and discussion with foreigners. Life in a foreign country is a common topic foreigners discuss.
- People in China have a stereotype against Shanghai people: they are proud. But based on the observations from the pervious lessons, these students are very easy to get along with and could talk about common shortcomings of Chinese people. They should be able to talk and elaborate in this context.

**Rationale for the target language:**

- Functional phrases:  
Steven, Daisy, Fei and Eric all want to use longer sentences in speaking. Steven even asked if we could teach them sentences with 'that' clauses. In this lesson, the target utterances are longer and have more complicated forms. Cleft sentences, as Swan stated, are useful in writing but also very common in speaking. In this lesson, all the utterances are high-frequency functional chunks in spoken discourse, according to the record in the *Corpus of American Soap Opera*.
- Phonology:  
The phonology aspects incorporated in this lesson are sentence stress. Most of the learners, except for Daisy, Yumi and Megan, still speak English as a syllable-timed language. Teaching them the stress patterns can raise their awareness in this area. Cleft sentences are emphatic; they should be able to identify the correct stress, which should be on the words that carry the emphasis.

**Rationale for the materials**

- From lesson 1 to 3, I have used authentic audio to practice their listening. In this lesson, I plan to practice and assess their reading ability. A native speaker wrote the article. The language was graded to be at an intermediate level but I predict it would be challenging for them.
- The list of 'pros' and 'cons' list used in stage 1 is about my city. It was created to remind the learners that everyone has aspects of the city that they don't like. It's okay to talk about it.
- The picture of the author will help the prediction task. In the previous lessons, all the learners were happy to see the pictures of the people who created the materials. I plan to do the same thing.
- I printed strips of example utterances to stick on the board for lesson 3. The board work was clear and it saved me time because I didn't have to write on the board. I intend to do the same thing.
- In lesson 3, I provided a student handout with all the target language. Elisa, Vicky, Yoyo, Steven and Maggie made notes on and referred to constantly in speaking activities. I created one for this lesson as well.
- The phonology paper was to make sure every learner understand the language points and can identify the correct stress of the emphatic sentences.
- The cards of different aspects of a city and a school in the controlled and freer practice can remind learners of what to say in the group discussion.

**Rationale for staging:**

In this lesson, the stages follow a Test-Teach-Test TBL pattern. After the first three lessons, these learners responded well to task-based lessons so I continue to use this approach.

**Rationale for student interaction:**

In lesson 2 and 3, I gave learners options to choose their partners. Elisa and Vicky, Fei and Maggie tended to stick with each other. There were not enough group discussions even though every student spoke to at least four students throughout the lesson.

In this lesson, I plan to group the learners more intentionally. In the controlled practice, I will put these learners in the groups: Daisy – Megan – Fei; Yumi – Yoyo – Elisa – Maggie; Steven – Eric – Vicky. In each group, there will be one or two stronger learners (Daisy, Yumi and Steven). They can help model the language within the group. Also, I mixed more vocal learners with less vocal learners.

In the freer practice, I will allow stronger learners to go together so that they can develop the topic and keep challenging each other. Weaker learners go together to provide a safe and relaxed space for them to use the language. The grouping is: Daisy – Yumi – Steven; Eric – Megan – Fei – Yoyo; Vicky – Elisa – Maggie

## Board Work Design

<p>Problems from Stage 2</p> <div style="border: 1px solid black; height: 100px; width: 100%; margin-bottom: 10px;"></div> <p style="color: blue; margin-left: 20px;">More phrases:</p> <div style="border: 1px solid blue; padding: 5px; margin-left: 20px; width: 80%;"> <p>Positive utterances</p> <hr style="border: 1px solid blue;"/> <p>Negative utterances</p> </div>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">The thing that What</th> <th style="padding: 5px;">+ Opinion</th> <th style="padding: 5px;">(+ Topic)</th> <th style="padding: 5px;">+ is</th> <th style="padding: 5px;">+Noun/Sentence</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">What</td> <td style="padding: 5px; color: blue;">I love the most</td> <td style="padding: 5px;">about Shanghai</td> <td style="padding: 5px;">is</td> <td style="padding: 5px;">the architecture.</td> </tr> <tr> <td style="padding: 5px;">One of the things (that)</td> <td style="padding: 5px; color: blue;">people like</td> <td style="padding: 5px;">about Shanghai</td> <td style="padding: 5px;">is</td> <td style="padding: 5px;">the great view at night.</td> </tr> <tr> <td style="padding: 5px;">The thing that What</td> <td style="padding: 5px; color: green;">bothers me</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">is</td> <td style="padding: 5px;">(that) cars don't make ways for pedestrians.</td> </tr> <tr> <td style="padding: 5px;">Another thing (that)</td> <td style="padding: 5px; color: green;">I don't enjoy</td> <td style="padding: 5px;"></td> <td style="padding: 5px;">is</td> <td style="padding: 5px;">people spitting on the street.</td> </tr> </tbody> </table> <p style="color: red; margin-top: 10px;">(Red marker to highlight the phonology features)</p> <p style="color: blue; margin-top: 5px;">(Blue marker to introduce more phrases)</p> <p style="color: green; margin-top: 5px;">(Green marker to high light the forms)</p>	The thing that What	+ Opinion	(+ Topic)	+ is	+Noun/Sentence	What	I love the most	about Shanghai	is	the architecture.	One of the things (that)	people like	about Shanghai	is	the great view at night.	The thing that What	bothers me		is	(that) cars don't make ways for pedestrians.	Another thing (that)	I don't enjoy		is	people spitting on the street.	<p>Correction and Feedback</p> <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div> <p style="text-align: right; margin-top: 10px;">(Color-coded)</p>
The thing that What	+ Opinion	(+ Topic)	+ is	+Noun/Sentence																							
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Overview of stages	Main focus
<b>Stage 1: Context</b> 5 mins: 11:10 – 11:15	<ul style="list-style-type: none"> <li>Set personalized context: walk into the classroom and show them a picture of Shenzhen. Ask them to guess what city it is and what I love/dislike about this city.</li> </ul>
<b>Stage 2: Task (Test)</b> 5 mins: 11:15 – 11:20	<ul style="list-style-type: none"> <li>Set the task: learners in groups of three/four talk about what they like or dislike about Shanghai and write down on a piece of A3 paper.</li> <li>Share the language: each groups shares one thing they decide they like or hate the most about Shanghai with the class.</li> </ul>
<b>Stage 3: Reading (Model)</b> 5 mins: 11:20 – 11:25	<ul style="list-style-type: none"> <li>Prediction: show the learners a picture of the author of the letter. Ask learners to predict where she is from and what she is going to write about.</li> <li>Reading task: learners scan the article and find out what are the two things the author enjoys and what are the three things that frustrate her.</li> </ul>
<b>Stage 4: Language Clarification (Teach)</b> 10 mins: 11:25 – 11:35	<ul style="list-style-type: none"> <li>Display the language: nominate learners to read the example utterances from the text.</li> <li>Language Clarification: the teacher clarifies the meaning, form and phonology points of the utterances.</li> </ul>
<b>Stage 5: Controlled task (Test 1)</b> 10 mins: 11:35 – 11:45	<ul style="list-style-type: none"> <li>Controlled practice 1: students in groups talk about what they like and don't like about Shanghai.</li> <li>(Extra) Controlled practice 2: students in a different groups talk about what they would miss and wouldn't miss about Shanghai if they were living in another city or country.</li> <li>Feedback: learners talk to the pairs what they hear from their groups; the teacher will conduct a feedback.</li> </ul>
<b>Stage 6: Freer task (Test 2)</b> 15 mins: 11:45 – 12:00	<ul style="list-style-type: none"> <li>Freer practice: learners will engage in a group discussion talking about what they like/don't like about the EF schools and write down one thing they agree on in each area.</li> <li>Sharing: share with the class what the result is.</li> </ul>
<b>Stage 7: Wrap-up</b> 5 mins: 12:00 – 12:05	<ul style="list-style-type: none"> <li>Reflections: students in groups talk about what they have learned in this lesson (what lexis, what phrases, how they learned).</li> </ul>

\*5 minutes to buffer in case certain stage goes long

## Lesson Procedure

Stage/Time/Aim	Learner Activity	Teacher Activity	Materials	Interaction	Meaning
<p><b>1. Context (5 minutes)</b> This stage is to set the context of the lesson – giving opinions about what one likes or dislikes about a city.</p>	<ul style="list-style-type: none"> <li>Engage in the context</li> </ul> <p>Respond to the teacher's questions. Possible answers: Shenzhen +: next to HK, the people -: the traffic, the people...</p>	<ul style="list-style-type: none"> <li>Set the context</li> </ul> <p>Show a picture of Shenzhen and have learners guess where it is and what I like and dislike the most.</p> <ul style="list-style-type: none"> <li>Set the aim</li> </ul> <p>Show them the pros and cons I listed about Shenzhen and tell them that the lesson is to learn a new structure of how to state likes and dislikes.</p>	Picture of SZ; a list of pros and cons of living in SZ	T --- S Ss --- T	Set personalized context and engage the learners.

Stage/Time/Aim	Learner Activity	Teacher Activity	Materials	Interaction	Meaning
<p><b>2. Task (Test) (5 minutes)</b> The aim of this stage is to allow learners use their existing knowledge to achieve the functions and for the teacher to identify areas they need help with.</p>	<ul style="list-style-type: none"> <li>Do the task</li> </ul> <p>In groups of three/four, learners discuss what they like or dislike and write them on the A3 paper.</p> <p><b>Differentiation:</b> Separate Daisy, Yumi and Steven who are more vocal and comfortable talking about problems.</p>	<ul style="list-style-type: none"> <li>Set the task</li> </ul> <p>Divide the class into three groups. In each group, learners will decide what they like or dislike about Shanghai. They have three minutes.</p> <p><b>Model an example:</b> 'What I love about Shanghai is that there are people from everywhere around the world.'</p>	A3 paper and markers	T --- S Ss --- Ss	Top-down approach: using personal experience.
	<ul style="list-style-type: none"> <li>Feedback</li> </ul> <p>Nominate students in the group to report what language they used to the class.</p>	<ul style="list-style-type: none"> <li>Feedback</li> </ul> <p>Put the A3 paper on the board and have each group introduce one or a few points on their paper.</p>	Blue tags	T --- S Ss --- T	Have learners report their work and listen to their language.

Stage/Time/Aim	Learner Activity	Teacher Activity	Materials	Interaction	Meaning
<p><b>3. Reading (Model) (5 minutes)</b></p> <p>The aim of this stage is to allow learners to practice their reading skill by scanning for specific information and to compare their language to the ones in the authentic model.</p>	<ul style="list-style-type: none"> <li>Prediction task</li> </ul> <p>Guessing the answers. Possible answer: She is from America, England or Canada. She is/lived in SZ or SH. Good things and bad things</p>	<ul style="list-style-type: none"> <li>Predication task</li> </ul> <p>Show the picture of the author. Have learners guess where she is from, what city had she lived in, where she is now, what is she going to write about.</p>	A picture of the author	T --- S Ss --- T	Engage in the task
	<ul style="list-style-type: none"> <li>Initial reading task</li> </ul> <p>Each student skims the article for 40 seconds and answers the questions. Discuss the answers with the person next to them.</p> <p>Answers to the ICQs: 'where did she live' 'where is she now' 'what is she writing about' 30 seconds</p> <p><b>Assessment points:</b> Learners can answer the three questions</p>	<ul style="list-style-type: none"> <li>Initial reading task</li> </ul> <p>Ask the learners to read the article for 40 seconds and decide 'where did she live' 'where is she now' 'what is she writing about'.</p> <p><b>ICQs:</b> What are the three questions you are reading about? (Nominate one learner for one question) --- board the questions during How long do you have? Can you read word by word?</p>	The article	T --- S Individual S --- S	Learners practice the fast reading skill
	<ul style="list-style-type: none"> <li>Language discovery task</li> </ul> <p>Learners scan the article and underline the target information. Answers for the ICQs: 2 things she likes 3 things she doesn't like</p> <p><b>Differentiations:</b> Fast finishers can look at new words in the article. <b>Assessment points:</b> Learners are able to identify the four (five) sentences</p>	<ul style="list-style-type: none"> <li>Language discovery</li> </ul> <p>Learners scan the article and underline two things she loves about SH and three things she doesn't like so much.</p> <p><b>ICQs:</b> How many things does she like about SH? How many things doesn't she like?</p>	The article	T --- S Individual	Learners discover the language

Stage/Time/Aim	Learner Activity	Teacher Activity	Materials	Interaction	Meaning
<p><b>4. Language Clarification (Teach) (10 minutes)</b> This activity allows the learners to learn the meaning, form and phonology aspects of the utterances</p>	<ul style="list-style-type: none"> <li>Share the discovery</li> </ul> <p>Four students read the target sentences out.                      “What I love the most is the architecture”                      “One thing that people like is the great view at night.”                      “What also bothers me is that cars don’t make way for pedestrians!”                      “Another thing that I don’t enjoy is some people spitting on the street.”</p>	<ul style="list-style-type: none"> <li>Board the language</li> </ul> <p>Nominate learners to read the sentences. Board the language and label the IPA for the lexis.</p> <p>Architecture - /'ɑ:kɪtektʃə/                      Pedestrians - /pɪ'destrɪənz/                      Spitting - /'spɪtɪŋ/                      bother - /'bɒðə/</p>	<p>Board strips and blue tag</p>	<p>T --- S S --- T</p>	<p>Display the language for further clarification.</p>
	<ul style="list-style-type: none"> <li>Learning the language</li> </ul> <p>★ Meaning: Take notes.</p> <p>➤ Possible positive phrases: The thing that/What I + love/like/enjoy is... The thing that/What is awesome/interesting/great/exciting...is...</p> <p>➤ Possible negative phrases: The thing that/What I + don’t like/enjoy is... The thing that/What bothers/bugs/gets/annoys me is...</p>	<ul style="list-style-type: none"> <li>Clarification of the language</li> </ul> <p>★ Meaning:</p> <p>a. Emphasize the structure is used to emphasize the information after ‘is’. Compare the first example with ‘I love the architecture the most’.</p> <p>b. Elicit more phrases to state the positive and negative sentences</p>	<p>Phonology paper</p>	<p>T --- S S --- T Ss --- Ss</p>	<p>Focus on the language in all the aspects: meaning, form and phonology</p>
	<p>★ Form: Answers: 1 &amp; 2. Noun; 3. Sentence; 4. –ing form</p>	<p>★ Form: Elicitation: go through the phrases after ‘is’ in the example sentences and elicit the form.</p>			
	<p>★ Phonology Guessing the stress in the sentences. Label the stress on the phonology paper Drill the sentences with the class.</p>	<p>★ Phonology:</p> <p>a. Elicit the stress in the emphatic sentences.</p> <p>b. <b>Concept checking:</b> Ask learners to label on the phonology paper</p> <p>c. Drill the sentences</p>			

Stage/Time/Aim	Learner Activity	Teacher Activity	Materials	Interaction	Meaning
<p><b>5. Controlled Practice</b> <b>(Task 1)</b> <b>(10 minutes)</b> In this stage, learners will repeat the task from the second stage but they will use the target language to give opinions in a group.</p>	<ul style="list-style-type: none"> <li>Speaking Daisy and Yumi modelled the language with the teacher.</li> </ul> <p><b>Differentiation:</b></p> <ol style="list-style-type: none"> <li>The teacher demonstrates with Daisy and Yumi who are the most vocal students in the group.</li> <li>Grouping: Daisy – Megan – Fei Yumi – Yoyo – Elisa – Maggie Steven – Eric – Vicky</li> </ol> <p><b>Assessment points</b> Each student uses the utterances AT LEAST three times to give their opinions in the group.</p> <ul style="list-style-type: none"> <li>Feedback Report to the peers about things they talked about in the group discussion. Correct the</li> </ul>	<ul style="list-style-type: none"> <li>Set the discussion task Tell the students they will talk in groups about what they like and dislike on different aspects of life in Shanghai.</li> </ul> <p><b>Model with Daisy and Yumi:</b> So Daisy, what do you think of the buses and metro in Shanghai? ...I think you're right. But what I like is that the metro goes everywhere. What do you think Yumi? ...</p> <ul style="list-style-type: none"> <li>Set expectation Tell the students that they don't have to use the structures in every sentence but they should use it a few times.</li> <li>Monitor Monitor and note down the common mistakes and offer help if necessary</li> <li>Feedback Ask learners to speak in a pair what they heard in a group. Go through the errors on the board.</li> </ul>	<p>Cards of different aspects</p>	<p>T --- S Ss --- Ss</p>	<p>Learners can learn to apply the utterances and discuss in a group and then speak about what they discussed in pairs.</p>

Stage/Time/Aim	Learner Activity	Teacher Activity	Materials	Interaction	Meaning
<p><b>6. Freer Practice (Task 2) (15 minutes)</b> In this stage, students will apply the language in a similar context – talking to what they like/don't like about EF schools</p>	<ul style="list-style-type: none"> <li>● Guessing the context Possible answers: SZ, China, ..., EF</li> </ul> <p>Answers to the ICQs: Talk about what you like/don't like about EF schools At least four</p> <ul style="list-style-type: none"> <li>● Speaking activity Talk in groups</li> </ul> <p><b>Differentiation:</b> 1. They need to discuss AT LEAST four areas 2. Grouping: Daisy – Yumi – Steven Eric – Megan – Fei – Yoyo Vicky – Elisa – Maggie</p> <p><b>Assessment Points:</b> Students use different utterances (not the ones they used in the controlled practice) in another context.</p> <ul style="list-style-type: none"> <li>● Sharing Share one point they heard from the group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● Set up another context Transitional language: “so just now we talked about what you like/don't like about life in SH. Do you know what we will talk about now?”</li> <li>● Set up the task Tell learners that they are going to talk about what they like/dislike about certain areas of EF. They need to discuss AT LEAST four areas</li> </ul> <p><b>Modelling:</b> Model with two students – Fei and Steven.</p> <p><b>ICQs:</b> What are you going to do? How many topics do you need to do at least?</p> <ul style="list-style-type: none"> <li>● Feedback Allow learners to share with the class what they have heard in the group discussion</li> </ul>	<p>Different aspects of EF</p>	<p>T – S Ss – Ss</p>	<p>Learners can practice the language in another context that is close to them.</p>

Stage/Time/Aim	Learner Activity	Teacher Activity	Materials	Interaction	Meaning
<p><b>7. Wrap – up (5 minutes)</b> As a class, learners and the teacher review, evaluate and reflect as a whole</p>	<ul style="list-style-type: none"> <li>• Reflections Speak in groups how they performed and what mistakes they made.</li> </ul> <p>Ask the teacher if they have further questions.</p>	<ul style="list-style-type: none"> <li>• Set up reflections Ask them to speak with their group members about the frequent mistakes they made with the utterances.</li> <li>• Feedback Offer feedback and ask if they have additional questions</li> </ul>		<p>T – S Ss – Ss</p>	<p>Learners will reflect on the lesson</p>

Timetable Fit: Scheme of Work					
Topic/Context	Function	Grammar	Lexis	Phonology	Skills
TP1: Travel – meeting people	Informal introduction	Have you been to/seen + noun	Associated with travel	Reduce staccato speech patterns	Listening and speaking
TP2: Travel – complain at the hotel	Make a complaint; provide a solution	N/A	Items in hotel rooms Complaints&responses	Contractions in spoken English,lexis pronunciation	Speaking, listening, writing
TP3: Jobs – at a job fair	Describing work history and qualifications	Past tense questions	Recruiter, jobseeker, stand (noun), job fair	Weak forms in past tense questions	Listening and speaking
TP4: Job – at the interview	Politely request information	Modal verbs	Promotion, commute, benefits, etc.	Intonation, connected speech aspects	Mainly speaking and listening
TP5: At the cafe – making conversation	Interjections, transitions, changing the topic		Gossiping; interrupting	Contrastive stress	Reading, Writing, Listening, Speaking
TP6: At dinner – what to order	Suggesting Stating preferences	"I'm not a big fan of + noun	Three-courses meal	Intonation of interjections	Speaking, listening, reading
TP7: Arranging a Social Planner	Cancelling and rescheduling events	Contractions	Cancel, postpone, reschedule, cross out	Sentence stress	Reading and speaking
TP8 Jessica Deciding what movie to watch	Making guesses Giving opinions	Ex: This one looks/seems/might be...	Related to movies, opinions	Vocab and elision	Speaking/ listening and writing
TP9: Compliments	Giving and responding to compliments	Noun + be/look + adjectives	Give and respond to compliments	Intonation and stress	Speaking, listening and writing
TP10: Cheering friends up	Showing concerns, cheering people up.	N/A	Adjectives of negative emotions	Questions intonations and weak forms	Speaking and listening
TP11: Learning a sport	Giving instructions	Imperative commands	Action verbs for sport	Falling intonation	Speaking, writing and listening
TP12: Applying for a job: Writing a cover letter	Present your strengths Write a formal letter	"I am a ___person" "I have excellent ___ skills"	Formal phrases for letter writing	Pro and intonation of grammar and lexis	Focus on writing Speaking
TP13: Dealing with emergency	Asking for help; reassuring; suggesting				
TP14: Talk about your city	Giving opinions; Adding emphasis to ideas	Cleft sentences: the thing... is / what... is	Positive adjectives; negative verbs	Sentence stress in emphatic utterances	Speaking and reading
TP15: Feeling Unwell	Reporting symptoms and responding with advice				
TP16 Jessica Cross-Cultural Comparisons	Compare cultures Make generalizations	Transitions/subordinate conjunctions	Most people/it's normal to/ people tend to	Intonation and natural pauses	Speaking and listening
TP17:					
TP18:					
TP19:					
TP20:					

