

## Lesson Plan Example

Class Date:

<b>Background Information:</b>		
<b>Course Name/Description:</b> Introduction to English 102	<b>Institution:</b> Eastern College	<b>Lesson Length:</b> Class meets for 2.5 hours/session; details below are for an 80-minute lesson, the first half of the 2.5-hour session  <b>Number of Students:</b> 36
<b>Description of Students:</b> Ages: 20–45; 60:40 female:male ratio; most learners have or are seeking service industry (retail, hospitality, or janitorial) or technical (cable TV repair, mechanic) jobs. Learner motivations include communicating at work, getting a job or a better job, and helping children with schoolwork.	<b>Level:</b> Intermediate	
<b>Lesson Information:</b>		
<b>Lesson Objectives — Students will be able to:</b> <ol style="list-style-type: none"> <li>1. Orally identify common causes of traffic accidents</li> <li>2. Determine main ideas in a listening text about post-traffic accident police interviews (orally or in response to written questions)</li> <li>3. Identify specific details in a listening text about post-traffic accident police interviews (orally or in response to written questions)</li> <li>4. Use previously encountered unit vocabulary (car and driving terminology) and grammar (past continuous tense) to interview another student about a traffic accident</li> <li>5. If time permits, use previously encountered unit vocabulary (car and driving terminology) and grammar (past continuous) to orally report details about a traffic accident to another student</li> </ol>		
<b>Specific skills/content focus:</b> <ul style="list-style-type: none"> <li>— Grammar review: use of the past continuous (e.g., <i>I was driving too fast.</i>)</li> <li>— Skills: listening for gist and detail; asking about/reporting events and details</li> <li>— Unit theme-based content: road safety and auto care</li> </ul>		
<b>How does this lesson fit in with the previous and next lessons?</b> Last class: a grammar lesson on using past continuous to report events; next lesson: a writing skills lesson in which Ss draft a letter to city officials about a dangerous traffic area in their city.		
<b>Lesson Plan:</b>		
<b>Time</b>	<b>Procedure</b>	<b>Materials and Rationale</b>
:00	T greets Ss  <b>Warm-up:</b> T displays four pictures on the whiteboard (a woman putting on makeup while behind the wheel, a man talking on a cell phone while driving, a woman texting while driving, and a man yawning while sitting behind the wheel).	— Create positive, welcoming atmosphere <i>Materials: printouts of pictures, tape</i> — Create interest; activate prior knowledge related to road safety

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:05	<p>T asks Ss to look at the pictures; asks Ss to identify what is happening in each picture.</p> <p>T asks Ss what these pictures have in common [T expects: dangerous driving behavior, things that cause car accidents, etc.]</p> <p>T asks Ss which is most dangerous, if any of these behaviors are OK; T asks Ss if driving while talking on a cell phone is legal or illegal.</p>	<ul style="list-style-type: none"> <li>— Activate vocabulary; involve Ss</li> <li>— Ss identify relationship, discover topic</li> <li>— Discussion is relevant to Ss' lives (authenticity + personalization) and relates to upcoming listening text content (scaffolding)</li> </ul>
:15	<p><b>Situational presentation:</b> T writes "Traffic accidents" on board, asks Ss to list the accident causes they just talked about in the pictures; writes on board. T elicits more causes of traffic accidents and writes on board [T expects: speeding, bad weather, something in the road, car mechanical problems]; T may elicit items Ss don't suggest.</p> <p>T asks Ss what happens after a traffic accident occurs. Who comes to the scene? (police) What does the police officer do? [T expects: take a report; ask for license/registration/insurance; give a ticket; make an arrest, etc.] <b>Embedded vocab to pre-teach</b> — take a statement (v.), make a statement (v.); accident report (n.); license/registration/insurance (n.); come out of nowhere (idiom). T elicits concept, provides oral and written examples for each.</p>	<ul style="list-style-type: none"> <li>— Ss practice classifying/listening skills; vocab building/activation — situations will be used in info gap activity later in lesson (schemata building/scaffolding); [Objective 1]</li> <li>— Transitioning to listening exercises; setting expectations &amp; situations about what Ss will hear; addressing select vocabulary items from listening text in a contextualized manner; vocab presentation appeals to oral/aural and visual learners</li> </ul>
~:20	<p><b>Pre-listening:</b> T tells Ss: "You are going to hear about a situation that happens after a traffic accident. A police officer is talking to two people that were in the accident to get information. You will get to hear the dialogue more than once. The first time you listen you do not need your textbook. Think about these things while you listen" (writes on board):</p> <ol style="list-style-type: none"> <li>1.) Who are the people in the accident?</li> <li>2.) What do you think caused the accident?</li> </ol> <p>T asks concept-checking questions (CCQs) about the directions to a student (e.g., "Tariq, what are we going to do while we listen?" "Are our textbooks closed?")</p>	<ul style="list-style-type: none"> <li>— Listening preview as scaffolding; set a clear purpose/goal for listening</li> <li>— Ease Ss' concerns that they have to "hear" everything the first time; get Ss to focus on aural channel only with books closed</li> <li>— Confirm instructions are understood, especially that textbooks should remain closed</li> </ul>
~:25	<p><b>Listening — Gist:</b> T plays recording — does a volume check w/ Ss when dialogue number is said. T pauses audio after police officer talks to the first man; tells Ss the police officer is going to "take a statement" from the other driver. T plays second part of dialogue. <i>Technology plan B:</i> T reads from <i>printed dialogue</i>.</p> <p>T asks Ss to turn to their partners and discuss the questions on the board [T sets pairs, as needed]. T leads whole-class review on questions; asks Ss to share answers. T expects: 1. two drivers were in a car accident, a man [Mr. Garcia] and a woman [Ms. Johnson]; 2. speeding and cell-phone use. (If students have a hard time with question 2, have them open books to p. 112 and look at the multiple-choice question about the cause of the accident.)</p>	<p><i>Materials: CD 2, Track 35 (1:44); CD or mp3 player + speakers, dialogue transcript as a technology backup; Textbook, p. 112-114</i></p> <ul style="list-style-type: none"> <li>— Break up text into manageable chunks for this level; reinforce new vocabulary</li> <li>— Pair discussion before whole-class review</li> <li>— Whole-class review [Objective 2]</li> <li>— Scaffolding, if needed [T does not give answer, but reduces difficulty level]</li> </ul>



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~:30	<p><b>Listening — Detail:</b> T tells Ss they will listen to both drivers again. Directs Ss to open textbooks (if not already opened during last phase) and look at the questions in the middle of p. 114, Part C. T tells Ss they will answer T/F questions about Mr. Garcia’s statement. Explains this time we are listening for specific information; asks Ss to read the questions to discover the information they need to listen for &amp; gives Ss time to read; tells Ss to look up when finished. [Quick CCQ, if needed — Who are we going to hear on the tape?] Plays first dialogue segment again.</p> <p>Ss answer questions as they listen; T gives Ss another minute to finalize answers; T asks Ss to check answers with their partner. Whole-class review to ensure everyone agrees on answers.</p> <p>T tells Ss they will hear the second driver’s statement again. T tells Ss they will answer questions about the details in Ms. Johnson’s statement; asks to read the questions to discover the information they need to listen for &amp; gives Ss time to read; tells Ss to look up when finished. [Quick CCQ, if needed — What are we doing while we listen?] Plays second dialogue segment again.</p> <p>Ss answer questions as they listen; T gives Ss another minute to finalize answers; T asks Ss to check answers with their partner. Whole-class review to ensure everyone agrees on answers.</p> <p>T briefly draws attention to form of reported speech used in Ms. Johnson’s statement. T writes: “I was driving in the right-hand lane. It was slowing down in front of me.” on the board, asks Ss to identify form and use with CCQs (“What do we notice about the verbs in Ms. Johnson’s statement?” or “What grammar form that we covered in the last lesson is used to report facts here?”).</p>	<p><i>Materials: CD 2 – Track 36, Mr. Garcia (:47); Track 37, Ms. Johnson (1:05); Textbook, p. 114, Parts B &amp; C</i></p> <ul style="list-style-type: none"> <li>— Give Ss an intensive listening goal; scaffolding with time to pre-read questions</li> <li>— Pair discussion before whole-class review</li> <li>— Whole-class review [Objective 3]</li> <li>— Give Ss an intensive listening goal; scaffolding with time to pre-read questions</li> <li>— Pair discussion before whole-class review</li> <li>— Whole-class review [Objective 4]</li> <li>— Activate grammar knowledge from previous lesson; scaffolding with written examples from listening text; Ss will need to use this form during information gap</li> </ul>
~:35 ~:40	<p><b>Production:</b> T asks Ss who they think is “at fault” in the accident (writes “at fault” on board, asks Ss to supply meaning). T asks Ss for evidence from the dialogue. T can replay second part of dialogue, if needed. [Looking for speeding &amp; probably talking on cell phone...if not mentioned, highlight the quality of Ms. Johnson’s voice: wavering/pausing...ask: “Does she sound confident?” “Truthful?”] T tell Ss that in this case they won’t know for sure who is at fault, but that next they are going to have a chance to talk about other traffic accident situations.</p> <p>T resets pairs, if needed. T hands each student an information gap prompt, A or B, and tells Ss to leave prompts face down on the desk. (NB: Each set of prompts is different, so they need to stay together, 1A &amp; 1B, etc.) Once all prompts are distributed, T tells Ss that a traffic accident has occurred. Person A is the police officer at the scene, Person B is the driver in an accident. If there is an odd number of Ss, a group of three can have two police officers at the scene.</p> <p>T explains that Person B (driver) has details about the accident and Person A (police officer) needs to get a statement for the accident report. T tells Ss to look at their own information, but they cannot show their information to their partner; gives Ss a couple of minutes to read their data; tells Ss to put prompt face down when they are done reading.</p>	<p><i>Materials: CD 2 – Track 37, Ms. Johnson (1:05)</i></p> <ul style="list-style-type: none"> <li>— Transition to oral production task; listening activities serve own skill objectives and also model an oral task — create continuity by using same theme. Establish concept of “at fault” needed for oral task</li> <li>— Draw attention to how voice characteristics can reveal speaker’s state of mind, veracity, intentions</li> </ul> <p><i>Materials: Paired, labeled A (yellow paper) &amp; B (blue paper) prompts in folders; OHP transparency with sections for delayed feedback; OHP markers</i></p> <ul style="list-style-type: none"> <li>— Task admin — ensures Ss do not look at each other’s prompts (reminds Ss they have done tasks like this in the past)</li> <li>— Task preparation; task instructions</li> </ul>
~:45	<p>T resets pairs, if needed. T hands each student an information gap prompt, A or B, and tells Ss to leave prompts face down on the desk. (NB: Each set of prompts is different, so they need to stay together, 1A &amp; 1B, etc.) Once all prompts are distributed, T tells Ss that a traffic accident has occurred. Person A is the police officer at the scene, Person B is the driver in an accident. If there is an odd number of Ss, a group of three can have two police officers at the scene.</p> <p>T explains that Person B (driver) has details about the accident and Person A (police officer) needs to get a statement for the accident report. T tells Ss to look at their own information, but they cannot show their information to their partner; gives Ss a couple of minutes to read their data; tells Ss to put prompt face down when they are done reading.</p>	<p><i>Materials: CD 2 – Track 37, Ms. Johnson (1:05)</i></p> <ul style="list-style-type: none"> <li>— Transition to oral production task; listening activities serve own skill objectives and also model an oral task — create continuity by using same theme. Establish concept of “at fault” needed for oral task</li> <li>— Draw attention to how voice characteristics can reveal speaker’s state of mind, veracity, intentions</li> </ul> <p><i>Materials: Paired, labeled A (yellow paper) &amp; B (blue paper) prompts in folders; OHP transparency with sections for delayed feedback; OHP markers</i></p> <ul style="list-style-type: none"> <li>— Task admin — ensures Ss do not look at each other’s prompts (reminds Ss they have done tasks like this in the past)</li> <li>— Task preparation; task instructions</li> </ul>



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~:50	<p>T tells Ss that they have no more than 10 minutes to complete four goals: (1) police officer should ask questions to find out what happened, (2) the driver should answer questions (thinking about what S would do in this situation), (3) the police officer decides if the driver is at fault in the accident, (4) pairs should be ready to describe the accident report and decision to the class.</p> <p>T asks Ss to repeat the goals and T writes them on board; T asks other quick CCQs (“Can you show your partner your paper?” etc.), reminds Ss to be finished at time X.</p> <p>Ss begin task; T monitors from desk and by strolling; as Ss work T ensures Ss are not showing each other the paper, but otherwise minimally interferes with Ss’ production. T uses an overhead transparency with three sections: grammar, pronunciation, meaning/vocabulary to collect examples of Ss’ errors. T gives Ss two-minute warning. T conducts whole-class review early if Ss complete task ahead of schedule.</p> <p>Whole-class review: T asks one Person A (police officer) in a pair to describe their traffic accident situation; T asks Person B (driver) if the police officer had the details correct. T asks police officer if the driver is at fault and why. T repeats process with another pair.</p> <p>At this point, <b>if for whatever reason a significant amount of time remains</b>, T instructs the pairs to pass their prompts to another pair; this time Person A will take the Person B role and vice versa (swap prompts so everyone has a new scenario, and the police officer/driver roles are exchanged within the pair). Repeat process above, with a whole class debriefing by one or two pairs.</p> <p><b>If time is running short</b>, T elicits reports from more pairs or can move to close.</p>	<ul style="list-style-type: none"> <li>— Set time limit and clear task goals; reporting task mimics real-life situation</li> <li>— Instruction check before turning over control to Ss</li> <li>— T monitors unobtrusively and does not interrupt Ss; only interacts with Ss if there is a question about instructions; emphasis is on fluency, extended S-S interaction and negotiation for meaning</li> <li>— T collects form and meaning-based errors for delayed feedback session</li> <li>— Ss share results; T and other Ss ask questions, as appropriate [Objective 4/5]</li> </ul>
~:77	<p><b>Close:</b> T gives quick verbal review of what was covered. Tells Ss that after the break they will complete additional feedback on the speaking session before they move on to a reading activity. T reminds Ss to return from break in 10 minutes.</p> <p>Note: When Ss return from break, T will conduct a delayed feedback session focusing on form and meaning errors that occurred during the information gap task. T will display transparency with collected, numbered errors (pronunciation section hidden); T will assign pairs/small groups to identify and correct the grammar/meaning (word choice) errors. T will review errors with whole class after the break, and will address any pronunciation issues that were observed during the task (question intonation, stress, etc.).</p>	<ul style="list-style-type: none"> <li>— Review of concepts covered; restate purpose of lesson</li> <li>— Focus on forms and meaning follow up to complement fluency exercise</li> </ul>
:80		
<b>Assessment:</b>		
<p><b>Objective 1:</b> T observes Ss’ oral output during warm-up and situational presentation; calls on individual Ss as needed to ensure all participate.</p> <p><b>Objectives 2/3:</b> T observes Ss’ responses to gist/detail questions; T monitors Ss’ answers during pair work answer checks and to CCQs during discussions.</p> <p><b>Objectives 4/5:</b> T monitors Ss’ abilities to complete task and report results; collects Ss’ accuracy errors, which are highlighted during delayed feedback session and corrected by Ss.</p> <p>Overall, T will make anecdotal records of any problem areas for incorporation into future instruction or homework assignments; Ss will also self-assess their abilities to report/collect data about a traffic accident during the end-of-unit skills inventory.</p>		



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**Notes:**

**Pre-class preparation:** check out CD player from the library; print out/copy pictures and handouts

**Lesson Evaluation:**

1. What do you think the students actually learned? How do you know?
2. What parts were most successful/least successful? Why?
3. Did you finish the lesson on time? If not, why?
4. What changes (if any) will you make in your teaching and why (or why not)?