

Name:	Mehmet SARAÇ	Lesson type/skill:	Receptive skill/Reading
Week/Day:	Week 7 / Tuesday (09.00-09.40)	Lesson length:	40 minutes
Level:	B1+	Lesson Title and Materials	B1+ Course Book, Teacher's App

Learning Objective(s):	By the end of the lesson, Students will be able to use some vocabulary items related to the arts. Students will be able to discuss the effects of art on people. Students will be able to practise reading for main idea and gist.
Personal aims (Action Points from previous observation):	Eliciting the answers before giving them Ask comprehension check questions instead of Clear? Personalize the topic Focus on minimizing unnecessary teacher talk time
Assumptions regarding students' knowledge in relation to today's lesson:	Students might be familiar with the grammar points that covered in the text. Students might have some awareness of vocabulary in the reading text.
Anticipated problems: -Students should know most of the words in the text, but some may cause difficulty. -Reading text could be challenging for the students in terms of the vocabulary and the topic. -Students might have problems using linking words with their correct meanings and functions.	Solutions: -As well as some elicitation of words, students will also be given words, synonyms, definitions and translation if necessary. -Students will be given explanations and paraphrasing in order to clarify the meaning

<p>-In distance education, there could be a problem in internet connection.</p>	<p>- The teacher may help students by showing them several authentic example sentences related to linking words.</p> <p>-If the internet connection is lost, the teacher will connect on his/her mobile phone.</p>
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Receptive Skills Lesson Plan (Reading)

Time	Stage	Stage objective	Procedure / Steps	Interaction Ss-Ss /T-Ss	Materials
5	Lead-in (pg:100)	<p>To activate schemata and generate interest in the lesson topic.</p> <p>To discuss the effect that art can have on people</p> <p>To introduce the idea of immersive theatre</p>	<p>T shares the screen of the Teacher’s App.</p> <p>T states the objectives of the lesson clearly.</p> <p>T tells the students to imagine that an actor speaks to them during a play.</p> <p>T encourages them to share their opinions on the topic.</p> <p>“What would you do if a character on the stage spoke to you? Would you be happy, surprised or would you feel uncomfortable?”</p>	<p>T-S</p> <p>S</p>	Course book

3	Pre-teach Vocabulary (pg:100)	To learn about the vocabulary	T makes Ss check the glossary T provides feedback to check Ss understand the meaning-form-pronunciation-use of the words.	T-S S	Course book
5	Before Reading (Task1) (pg:100)	To read for main idea and identify the purpose of the text	T tells the students to read the first paragraph of text about immersive theatre and identify its purpose. “Why has the writer written the article?” “What is the writer’s message?”	T-S S	Course book
12	While Reading (Task 2) (pg:100)	To read for detail to match recommendations and paragraphs	T tells students to read the rest of the article and to match the recommendations with the sections. Point out that there is one recommendation that they don’t need to use.	T-S S	Course book
12	Post Reading (Task 3) (pg:101)	To use linking words to understand the writer’s opinion	T asks the students to identify the writer’s opinion based on the use of linking words. “What is the writer’s opinion? “ “Is the writer positive or negative about.....?”	T-S S	Course book

3	Wrap-up (pg:101)	<p>To personalize the topic To make inferences from the text</p> <p>To bring the lesson to a close</p>	<p>T asks students' preferences about the plays mentioned in the text.</p> <p>“Which of the plays from the article would you most like to see? Which would you least like to see? Why?” T reflects on the content that has been covered.</p> <p>T asks Ss if they have any questions.</p>	T-S S	Course book
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Name:	Mehmet SARAÇ	Lesson type/skill:	Vocabulary and Pronunciation
Week/Day:	Week 7 / Tuesday (09.50-10.30)	Lesson length:	40 minutes
Level:	B1+	Lesson Title and Materials	B1+ Course Book, Teacher's App

Learning Objective(s):	By the end of the 40 minute-lesson, the students will be able to use the verbal idioms given in the reading text in the previous class. The students will be able to learn and practice three different ways of pronouncing <i>ch</i> .
Personal aims (Action Points from previous observation):	Eliciting the answers before giving them Ask comprehension check questions instead of Clear? Personalize the topic Focus on minimizing unnecessary teacher talk time
Assumptions regarding students' knowledge in relation to today's lesson:	Students might be familiar with some of the verbal idioms covered in the unit. Students might have some awareness of the pronunciation of the letters <i>ch</i> .

Anticipated problems: -Students might have some problems internalizing verbal idioms and practicing them in daily conversations.	Solutions: -Teacher may help students get familiarized with such idioms through speaking and translation if necessary.
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Systems Lesson Plan (Vocabulary)

Time	Stage	Stage objective	Procedure / Steps	Interaction Ss-Ss /T-Ss	Materials
2	Lead-in (pg 101)	To introduce verbal idioms	T shares the screen of the Teacher’s App. T shows some examples of verbal idioms and asks Ss to say the verbal idioms they know.	T-S S	Course book
2	Presentation (pg 101)	To elaborate what verbal idioms are, and why to use them.	T reads the given information about using verbal idioms.	T-Ss	Course book
12	Practice (pg 101, pg 146)	To understand the meaning and use of the given verbal idioms.	T draws attention to the Vocabulary Hub, page 146. In part A, T gives the instruction in the book. T gives time to Ss to do the exercise. T asks volunteer Ss to share their answers. In part B, T gives the instruction in the book. T gives time to Ss to do the exercise. T asks volunteer Ss to share their answers.	T-Ss	Course book
6	Production (pg 101)	To practice verbal idioms.	T asks Ss to complete the sentences so they are true for them. T sends them to breakout rooms in pairs and they will tell their partner what happened.	S-S	Course book
3	Wrap-up	To share sentences.	T closes the breakout rooms and wants Ss to share their sentences with the rest of the class.	WC	

Lesson Plan (Pronunciation)

Time	Stage	Stage objective	Procedure / Steps	Interaction Ss-Ss /T-Ss	Materials
1	Lead-in (pg 101)	To introduce the sound ch	T shares the screen of the Teacher’s App. T asks the students to pronounce the words in the box and corrects any pronunciation mistakes.	T-S S	Course book
1	Presentation (pg 101)	To learn three different ways of pronouncing <i>ch</i> .	T reads the given information about pronunciation of the letters <i>ch</i> .	T-Ss	Course book
7	Practice (pg 101, pg 146)	To practise three different ways of pronouncing <i>ch</i> .	T asks Ss to identify which sound is used in three sentences and lets the students check their answers with the recording.	T-Ss	Course book
5	Production (pg 101)	To practise three different ways of pronouncing <i>ch</i>	T asks Ss to work in pairs in the breakout rooms, practise saying the sentences, listen and check his partner’s pronunciation.	S-S	Course book
1	Wrap-up	To bring lesson to a close	T asks if Ss have any further questions, they are free to ask them.	WC	

Name:	Mehmet SARAÇ	Lesson type/skill:	Speaking
Week/Day:	Week 7	Lesson length:	40 minutes
Level:	B1+	Lesson Title and Materials	B1+ Course Book, Teacher's App

Learning Objective(s):	By the end of the 40 minute lesson, the students will be able to present ideas. the students will be able to use some vocabulary items related to the unit while presenting their ideas.
Personal aims (Action Points from previous observation):	Personalize the topic. Focus on minimizing unnecessary teacher talk time
Assumptions regarding students' knowledge in relation to today's lesson:	Students might be familiar with the grammar points covered in the unit. Students might have some awareness of vocabulary related to the topic.
Anticipated problems: - Ss might experience problems finding ways of expressing their ideas to each other.	Solutions: -Teacher might consider reminding them of different expressions they might use.

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Productive Skill Lesson Plan (Speaking)

Time	Stage	Stage objective	Procedure / Steps	Interaction Ss-Ss /T-Ss	Materials
5	Lead-in (pg. 101)	To activate schemata	T tells Ss that they are going to write an immersive theatre performance. T asks Ss to think about the story, the location, the interactivity and make notes.	T-S S-S	Course book
13	Preperation for speaking (pg. 101)	To generate their interest in the lesson topic	T sends the students to breakout rooms in groups of 4-5 and asks them to choose the best idea and add more details. T encourages them to collaborate.	S-S	Course book
10 10	Production (pg. 101)	To practice the target language and vocabulary	T encourages the groups to present their ideas to the class. T encourages Ss to discuss as a whole class and find out which immersive play they would most like to watch.	WC S-S	Course book

2	Wrap-up	To bring the lesson to a close and remind the students of the objectives	T finishes the lesson by highlighting the objectives and stating the content that has been covered. T asks Ss if they have any questions.	T-S	
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