

# طرح درس

## Vision 1



ندا حیدری

منطقه کشاورز

بهمن ۹۵

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In The Name of God

## Daily Lesson Plan

**Teacher's Name :** Neda Heydari

**Book :** Vision 1

**Teaching Point:** Conversation

**Duration :** 45 Minutes

**Number of Students :** 12 in 4 groups

**School :** Allame Tabatabaie

**Date :** Jan 2017

**Keshavarz Region – Shahindezh**

<p><b>Students' Proficiency Level</b></p>	<p>The students speaking ability is at intermediate level they speak easily based on the contents of prospect 1 , 2 and 3.          Their listening ability is good .          They are divided into 4 groups and they are familiar with group work and enjoy it.</p>
<p><b>Class organization</b></p>	<p>Since it is second session, the students will randomly be divided into 4 groups and will set their chairs in <u>U form</u> , separated from another groups and they will choose a name for their groups.</p>
<p><b>Assumptions:</b></p>	<ul style="list-style-type: none"> <li>- Students are familiar with verb "to be "</li> <li>- Students are familiar with Yes/No question</li> <li>- Students know about the nature of conversation part and its purposes</li> </ul>
<p><b>Teaching Methods</b></p>	<p>CLT &amp; Task-based</p>
<p><b>Approach, techniques, &amp; strategies</b></p>	<p>The <b>Communicative Approach</b> is used in this lesson and the three-phase cycle of <b>pre-listening, listening, and post listening</b> framework is followed. Brainstorming, collaborative learning and teaching, and using authentic materials are involved too.</p>
<p><b>Materials and Tools and Media</b></p>	<p>Pictures , whiteboard and marker, computer, Student book , CD, PowerPoint slides, video projector</p>
<p><b>Anticipated Problems</b></p>	<p>Students may are not familiar with some words and some of them may know less about nature and endangered animals and the value of them.</p>
<p><b>Key Words</b></p>	<p>Task , conversation , Role Play , Listening , group work , CLT , Communicative Approach</p>

<p style="text-align: center;"><b>General Goals</b></p>	<ol style="list-style-type: none"> <li>1. Providing students with <u>comprehensive language input</u></li> <li>2. Helping the students to <u>use language</u></li> <li>3. Developing students' oral communication skills and "sociolinguistic" skills</li> <li>4. To improve the students communicative proficiency</li> </ol>
<p style="text-align: center;"><b>Objectives</b></p>	<ol style="list-style-type: none"> <li>1. Enabling students to talk about endangered animals ,specially Iranian Cheetah</li> <li>2. Practice to talk about activities done to save nature and wildlife</li> <li>3. Helping students to produce different sentences using "be going to "</li> </ol>

<b>BEHAVIORAL OBJECTIVES</b>	<b>cognitive domain</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>➤ Read the text of conversation (<b>knowledge</b>)</li> <li>➤ Understand the nature of dialogue (<b>Comprehension</b>)</li> <li>➤ Produce sentences related to nature, and saving endangered animals. (<b>Application</b>)</li> <li>➤ Ask questions regarding the animals and nature. (<b>Application</b>)</li> </ul>
	<b>Affective Domain:</b>	<ul style="list-style-type: none"> <li>➤ The students enjoy participating in group works (<b>responding</b>)</li> <li>➤ They enjoy answering the teachers question as a volunteer and they are not afraid of making mistakes (<b>responding</b>)</li> <li>➤ Their creativity social speaking skills will be reinforced</li> <li>➤ They try to help their classmate to do group works (<b>Characterization by a value complex</b>)</li> <li>➤ They correct each other's answer (<b>peer correction</b>)</li> </ul>
	<b>Psychomotor Domain :</b>	<ul style="list-style-type: none"> <li>➤ set their groups and put their desks in U form</li> <li>➤ come to the board to play roles</li> <li>➤ get together to do group works</li> <li>➤ The students can talk about activities for caring animals (Independent performance )</li> </ul>

# Presentation

Stages	Teachers Activities	Students Activities	Time
<b>Pre -Teaching</b>	<p>Greeting</p> <p>Calling the roll and checking the students physical and emotional conditions</p> <p>Checking the students homework</p> <p>As usual the teacher starts class in the name of God and shows the students a sentence and translates it : "We made from water every living thing" ( The Holy Quran)</p>	<p>-Students greet the teacher.</p> <p>-students say "present" or "I'm here"</p> <p>Presenting their homework</p> <p>Listening Paying attention</p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p>
<b>Review of previous lesson</b>	<p>During the previous session the students got familiar with the name of some animals and some activities related to nature .So the teacher shows some pictures and ask them to divide the animals into two groups.</p> <p>Students are familiar with Yes/ No questions. They know the meaning of "what" &amp; "How" THE TEACHER only ask them the meaning of some words indirectly: She/He shows them some pictures and asks :</p> <p style="margin-left: 40px;">✓ <i>What is it?</i></p> <p style="margin-left: 40px;">✓ <i>Is it a cat?</i></p> <p style="margin-left: 40px;">✓ <i>Is it a wolf?</i></p>	<p>They answer: Based on page18 activity</p> <p>·</p> <p>·</p> <p>Answering all together and sometimes one by one : Cat , a panda, a tiger... Yes/No</p>	<p>1</p> <p>2</p>

Stages	The Teachers Activity	Students Activity	Time
Warming-up	<p>The teacher shows the students a movie (documentary) related to wildlife and different activities done to protect it, with a concentration on "Iranian Cheetah". And asks some simple questions :</p> <ul style="list-style-type: none"> <li>▪ <i>What is it?</i></li> <li>▪ <i>Where is there?</i></li> <li>▪ <i>Do you like animals?</i></li> </ul>	Listening and Answering	4
Presenting word bank	<p>First the teacher presents the words in the Word Bank. The teacher can use different techniques including:</p> <ul style="list-style-type: none"> <li>- <b>Showing pictures or photos</b> : endangered</li> <li>- <b>Using gestures or acting out</b> : alive , hear</li> <li>- <b>Definition</b>: increase</li> <li>- <b>Using flashcards</b> : protect</li> <li>- <b>Exemplification</b>: for example</li> </ul>	Listening, Answering, learning	3
assessment	<p>The teacher shows a PowerPoint slide with some sentence, and asks students to fill in the blanks with new words, from words bank...</p> <ul style="list-style-type: none"> <li>• I .....a voice last night.</li> <li>• Pandas are..... animals.</li> <li>• The number of the animals is .....</li> <li>• We should ..... nature and animals.</li> <li>• There are many animals in the zoo, for example, wolves, tigers, pandas... .</li> </ul>	Watching, listening and answering	1



<p style="text-align: center;">Phase 1 Pre listening (brainstorming)</p>	<p>The teacher draws a big circle on the board and writes "endangered animals" inside it. Then he/she asks students to list whatever that comes to their mind and the things they have heard about endangered animals. They can use the information presented in movie. He/She also asks one of the students to go to the board and write the notes on the board. She/he should try <u>to involve all the students</u> in "<u>brainstorm</u>" process.</p>	<p>Watching, Trying to participate, Answering And enjoying the process</p>	<p style="text-align: center;">3</p>
<p style="text-align: center;">Phase 2. Listening</p>	<p>The students have to keep their books closed in listening phase:</p> <p>1. The teacher shows some Wh questions, (Yes/No questions) and (True/ False) Questions via power point slides and asks the students to find the answers while they are listening. She/he asks them to listen carefully for <u>the gist of meaning</u>:</p> <ul style="list-style-type: none"> <li>▪ Who is Mr. Razavi?</li> <li>▪ Was the animal a leopard?</li> <li>▪ Are they talking in a zoo?</li> <li>▪ Around 17 of Iranian cheetah are alive. T F</li> <li>▪ The number of This animal will increase. T F</li> </ul> <p>2. In order to involve all the students, the teacher asks all students to decide about the correctness of their classmate's answers.</p> <p>3. She/he finally asks them to open their books and listen again to check their answers.</p>	<p>Closing their books and Listening Answering the question</p> <p>Deciding on the correctness of their friends answer</p> <p>Listening and checking</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p>

phase 3. Post-listening	<p>Finally the teacher presents a slide with some questions for students to answer while the books are closed:</p> <ul style="list-style-type: none"> <li>• <b>Display:</b> Where are Mr.Razani and Maryam talking?</li> <li>• <b>Inference:</b> Are there many Iranian cheetahs alive ?</li> <li>• <b>Opinion gap:</b> Do you take care of animals? How?</li> <li>• <b>Opinion gap</b> :Are you interested in wildlife?</li> </ul>	They answer individually	4
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## Practice and Evaluation

Activity Name	Teachers Activity	Students Activity	Time
<p style="text-align: center;"><i>Task 1</i></p> <p style="text-align: center;"><b>Controlled Practice</b></p> <p style="text-align: center;"><b><u>(progressive evaluation)</u></b></p>	<p style="color: #e67e22;">Now it's time to practice after presentation step.</p> <p>The first activity involves <b>role play</b>. The teacher asks students to go to the board two by two, based on available time. She/he shows the conversation with some missing words and somewhere missing sentences and asks them to play Maryam's and Mr.Razavi's roles and converse. (they should fill the blanks based on what they have learned during the last phase).</p> <p>The teacher shows his/her satisfaction of the students' effort.</p> <p style="color: #e67e22;">Point: He/She tries to correct the errors <u>if necessary</u>.</p>	<p style="color: #2980b9;">They come to board and converse and fill in the blanks. In fact they play roles.</p>	5

<p><i>Task2</i></p> <p><b>semi-controlled practice</b> <b>(<u>progressive evaluation</u>)</b></p>	<p>The teacher uses pictures from the students book and some others extracted from internet and makes enough copies and cuts up some top ways to save nature and wildlife in worksheet based on "be going to" structure ,so that the learners have one or two tips each. They must memorize their tip(s) and then mingle and share them with other members of the group belonging to.</p> <p>The teacher explains that their groups should try to remember ten tips in total without writing them, down at the end of the task.</p> <p>Repeating the sentences will help learners remember the advice and internalize the phrase :</p> <p><u>We are going to...</u> <u>We are <b>not</b> going to...</u></p> <p>The groups come to the board and present what they have learned and remember. At the end, the team which is able to present the most tips wins and get points.</p>	<p>Reading, trying to memories and transfer the understandings to other members of their group. They come to the board and present a short speaking</p>	<p>6</p>

Teachers Activity		Students Activity	Time
<b>Conclusion</b>	<b>homework assignment</b>	<p>The teacher congratulates his/her students on all their hard work.</p> <ul style="list-style-type: none"> <li>➤ The teacher asks them to prepare themselves to talk about Iranian Cheetah, Nature and different activities which they are going to do to protect them.</li> <li>➤ The teacher asks two <b>high-level students</b> to do a research about other endangered animals and plan a conversation as a role play and to present their findings to class.</li> </ul> <p><u>They will have lots of them after all the practice they did!</u></p>	2

**Important point :**

- During the students' performance , the teacher notices to occurred errors, to do error analysis.
- The teacher provides the students with the opportunity to ask any possible question regarding the lesson in any phase of teaching-learning process.

<b>Closing phase</b>	<p>The teacher congratulates his/her students on all their hard work and refers to next session topics...</p> <p>As usual the teacher asks :</p> <p><i>Any question? Any comment?</i></p> <p><i>Any idea?</i></p>	<p>Listening Answering Thanking the teacher, presenting their ideas</p>	2
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**Point: 1 minute is left as a compensation time for unpredicted events or activities that may take more time**

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## مشخصات طراح

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سنوات خدمت ۱۱ سال

منطقه کشاورز

