Second Lesson Plan Week 6 (November 9-12)

Name: Müjde Akmenek

Lesson Topic: Parts of the house and action verbs

Lesson content: Two vocabulary exercises and a listening.

Time: 60 minutes

Age/Level: Adult Beginners

Overall Objectives: Students will be able to talk about the parts of the house and the verbs they learned previous week with confidence since this is the second week that we are dealing with this vocabulary.

(A teacher has already taught this class present continuous grammar. I'm their B teacher. I only teach vocabulary and listening.)

	Time	Group	Activities	Materials/ Resources	Objectives
Prepare Review/Build interest	10 min.	Whole class	 Game on the board: Draw a checkered board and put the first letter of the word; give the definitions and parts of speech to the students orally. Make the students guess the word in each square and when they guess give them points; at the end who gets the highest points gets a reward. A reward probably candy or a coupon good for tea or coffee for the school canteen (coupon is made by the teacher:) 	Board and marker	Students will remember: Vocabulary about the parts of the house.
Present (Elicit; Lead students to discovery)	25 min.	Whole class	1) PRESENTATION - 1: Bring a doll house and 3 dolls. (The dolls' names are Becky, Ken, Doris). Put them on the teacher's desk. Let the students gather around the desk. Show different parts of the house and elicit the names of the rooms from the students. Then the students go back to their seats and make sentences about the dolls in the doll house. (For example: The dolls are baking a cake in the kitchen.)	a doll house and 3 dolls	This activity aims at checking whether students remember the parts of the house and verbs which were taught the previous week. Elicit the sentences and put them on the board.
(Elicit;			2) PRESENTATION - 2: Answers of the vocabulary exercise and listening exercise or elicited from the students and they are put on the board. Level of the class will be assessed according to the answers given by the students. Last but not least students will be able to check their spelling as the words are on the board.	Board and marker	To see whether the students could answer the vocabulary handout correctly and whether they have understood the listening.

Practice (Controlled; Meaningful language use)	15 min.	Whole class	 PRACTICE: A listening exercise is done. As usual this listening exercise has 2 vocabulary exercises at the beginning. (I am going to erite listening exercise if you want me to do this lesson as an example. I wrote a vocabulary exercise as an example and listening exercises always have vocabulary exercises before we start doing the listening) VERBS ARE GIVEN IN A BOX. 1. Ken flowers. 2. Barbie a shower in the bathroom. There are more questions in this exercise. ANOTHER VOCABULARY EXERCISE 1. We milk. 2. We hamburgers 3. We a cake. There are more questions in this exercise these are given just as examples. AGAIN THE WORDS ARE GIVEN IN A BOX. 	• Handout	Check students' vocabulary knowledge and their listening skills.
Perform Performance-based assessment)	10 min.	Whole class	Assesment: Students will be doing a free/fluency activity, such as a role play. For example they will act a telephone call asking about what people are doing in the family.	-	The teacher listens to each pair and gives feedback in front of the whole class.