

Lesson plan Likes and Dislikes

Lesson aim(s)

Learners will practise speaking in pairs and in groups Learners will revise language of speaking about their likes and dislikes Learners will practise detailed reading, speaking, listening and writing Learners will practise self-teaching Learners will practise speaking about the topic

Rationale

The text is extra material (the teacher made it herself to have an opportunity to check learners' knowledge on two previous topics). It gives students the opportunity to revise and practise topic vocabulary and then speak about their likes and dislikes

Language analysis (for lessons which include teaching vocabulary and grammar)

Form	Meaning	Pronunciation
No new vocabulary and grammar		

Materials (referenced)

A text prepared by the teacher

Assumptions

Learners know vocabulary on topics "Animals", " School", "Food", so the text is appropriate for their understanding Learners has learnt a grammatical structure like/dislike + Ving so the speaking practice is not hard for them Learners know The Present Simple and Present Continuous Tenses so understanding, speaking and writing on the topic are not difficult for them

Anticipated difficulties	Solutions
Reading for detail might take too long	Help weaker students and get stronger ones to do the same
Stronger students might dominate and want to answer	Nominate students if necessary
Students might not understand my instructions	Grade language, repeat the instruction
There might be an odd number of students for pair and group work	Grade students, let some groups have more members (stronger ones to help weaker ones) In pair work be a partner for one of the students
Students might get bored	Change the activity or give them a short rest using games or ice-breakers

Board Plan

On this lesson the class board is not used often. At the end of the lesson students use it to check up their answers

Stage	Stage aim	Procedure	Interaction	Time
Lead-in Brainstorming	To get learners ready to work	<p>T starts with organizational moments. Ss and T speak about gestures they use during the lesson and rules.</p> <p>T: Do you like school?</p> <p>Ss: Yes</p> <p>T: what do you like doing at school/ at the weekend?</p> <p>Ss (possible answers) : Studying, meeting friends, playing games, doing sums, etc.</p> <p>T: Great. What do you dislike doing at school/at the weekend?</p> <p>Ss (possible answers): answering questions, doing home task, tidying up the classroom,etc.</p> <p>T: Good. Now you have 1 min to write down three likes and three dislikes about what you like and dislike doing at weekend</p> <p>ICQs: Do you work alone or in groups?</p> <p>Ss: Alone</p> <p>T: Do you likes or dislikes?</p> <p>Ss: Likes and dislikes</p> <p>T: How many likes and dislikes do you write?</p> <p>Ss three</p> <p>T: How much time do you have?</p> <p>Ss: 1 min</p> <p>T: start</p> <p>Ss do the task</p> <p>T: Your time is over. Swap you papers with your elbow partner and tick the things you both like and dislike. You have 30 sec</p> <p>ICGs: What do you tick?</p> <p>Ss: similar likes and dislikes</p> <p>T: How much time do you have?</p> <p>Ss: 30 sec</p> <p>T: Do it</p> <p>Ss do the task</p> <p>T: Ok, now speak about your similar likes and dislikes like that: I and Nick both like.....at weekend. Then your partner : I and Olga both dislikesat weekend</p> <p>Ss do the task</p>	T-S S-S	8 min

		<p>T: Can you guess now what the topic of our today's lesson is ?</p> <p>Ss likes and dislikes</p> <p>T Great!</p>		
Pre-reading task	<p>To get learners interested in the topic</p> <p>The whole class activity</p>	<p>T: We are going to read and speak about likes and dislikes of one of the USA teenagers. How do you think are you similar or different with them?</p> <p>Ss: similar/different/a little different</p> <p>T: .Think about food, sport, school, pets. What can you both like ? Dislike?</p> <p>Ss share their ideas</p> <p>T: Ok great We will check you ideas later.</p>	S-S	5 min
Setting up group activity. Detailed reading task	<p>To get learners ready to work in groups</p> <p>To get learners to understand the whole test</p> <p>To get learners to teach each other/to help each other</p>	<p>T: Stand up now and come to me. Here I have some threads. Everyone takes the end of any thread.</p> <p>Ss do it and T opens the hand.</p> <p>T: You have one thread for two now. Threads are of different colours. Yellow colour come here and seat down here. You are group 1 Red threads your place is here you are group 2. Green threads are here. Group 3. And those who have blue threads seat here. You are group 4. Make sure you have one pen and one sheet of paper in each group. Have you?</p> <p>Ss yes</p> <p>T; Now choose any person who will write. You have 20 sec</p> <p>Ss do it</p> <p>T: Secretaries, put up your hands. Great! Now listen to the task. We have four groups and four texts. Texts are cut into three parts each. You one by one come hare, take one part of the text, read, remember, come back and retell the text to your groupmates. Your secretary writes everything you tell. When you finish, only when you finish (it is important!) the next student comes here, takes the text, reads, comes back and tells the information to the rest and so on. When you finish, one of you will read the text you have to the others. You have 9 min</p>	T-S S-S	13 min

		<p>ICQs: T. Do you come to read the text together or one by one? Ss one by one T: Do you tell this text to your mates or write it? Ss Tell T Do you listen to the text first then go to read the next part or not? Ss Yes, listen first T: Does the secretary or everyone write down the text? Ss Secretary T: How much time do you have? Ss 9 min T: Start then Ss do the task (Learners work in groups. Each learner reads the part of the text, then tells it to their partners. They listen and one of them (the secretary) writes down all the details of the text)</p>		
<p>Post-reading task</p>	<p>To get learners to speak about likes and dislikes</p>	<p>T: You time is over. Now, the secretaries, read the text you have. The others listen attentively and fill in the tables you have on your desks. Work individually. Be attentive and write carefully all the likes and dislikes you hear ICQs T Do you work alone or in groups? Ss alone T: Do you write likes or dislikes? Ss Likes and dislikes T Start then Ss do the task T: Now work with your elbow partner and check up your answers together. You have 2 min. ICQs T: Do you work in pairs or alone? Ss in pairs T: How much time do you have? Ss 2 min Ss do the task</p>	<p>S-S T-S</p>	<p>10 min</p>

		<p>T: Now work in your groups of four and check up your answers together you have 2 min T:Ok, let us check up your answers. (there is the table on the board) Nick, come here and write down all the ideas you hear Ss do the task While they are working T asks CCQs: T Why does Tom like wearing red clothes? Why does Tom dislike eating fish? etc T: Now look at the table and speak about your and TOM's likes and dislikes like that Both me and Tom like..... Both me and Tom dislike.... Tom likes but I.... What form of the verb do we use after like and dislike? Ss V ing T Great. Start. Any volunteers? Ss do the task T: Good job, guys</p>		
<p>Whole-class feedback</p>	<p>To provide learners with feedback on their work</p>	<p>Did you like the task? What new information about American students did you know? What was difficult for you? What was interesting for you? Which group was the best? How do you think? On your desks you have criteria. Marks are from 1 to 5 Look at them and discuss with your partner what group was the best. You have 1 min ICQs T: Do you work alone or in pairs? Ss in pairs T: How much time do you have? Ss 1 min Ss do the task T: Time is over. So, who thinks the first group was the best? The second? The third? The fourth? Well, we have a winner. Group number</p>	<p>T-S</p>	<p>9 min</p>

T: Ok. Look at your desks again . There you have some statements about the lesson. Tick the statement if it is true for you, For example....

(Statements:

1 The lesson was interesting

2 I understood my teacher

3 I understood my classmates

4 I spoke only English

5 The lesson was difficult

6 The texts were difficult for me

7 I understood and remembered all the new words

8 New words were difficult for me

9 I need help

10 I can help my classmates if necessary)

Do not forget to write down your name. You have one min

ICQs

T: Do you work alone or in groups?

Ss alone

T: Do you tick statements which are true or false for you?

Ss true

T: How much time do you have?

Ss 1 min

T: Give me your papers now.

I also have some comments on your work.. Here they are

(T analyses the lesson briefly then gives ss a home task :to watch a

YouTube video <https://www.youtube.com/watch?v=yWRogEqTBIA> and

write down one more way to say I like and what do you like?)