**Lesson Aims**

specific

General

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| **Learning Objectives** | **Evidence of achievement** |
| **Main Aim**  ♦By the end of the lesson learners will be able to identify different lexical sets.  **●Learners will be able to sort lexical sets according to their meaning or theme.**  ▲Learners will be able to use the new lexical sets to in a speaking activity.  ○Learners will use the target language to write down sentences describing themselves. | **Subsidiary Aim**:  ♦Learners will be able to recognize and lexical sets according to their theme or sense relation.  ●Learners will practice classifying and using the target language through different controlled practice activities.  ▲Learners will be engaged in a pair/ group discussion about the three best qualities in they believe a good leader must possesses.  ○Learners will be asked to choose tow words from a list of words and write true sentences about themselves. |

**Lesson Procedure**

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| **Stage** | **Teacher Activity** | **Learner Activity** | **Objective** | **Time** | **Interaction** | **Materials and Resources** |
| **Pre- Stage:**  **Lead in** | To show learners an image of queen Elizabeth and engage learners through a brainstorming activity to provide description to the image shown to them using their vocabulary knowledge to answer the teacher's questions:  and ask:  Who is she? Which country does she come from?  What comes to your mind when you see her?  .  The teacher write down the learners' answers on board in a form of brainstorming activity. | * Learners answer the teacher's questions and provide information from their previous knowledge. | To introduce the theme of the lesson.  Build on learners' vocabulary knowledge. | **5** | **T-S** | Image  White Board  To write down Ls responses |
| **While- Stage:**  **Presentation** | To invite learners to classify lexical sets according their sense relations. | Learners respond by categorising related words. | To help learners recognize the sense relationship between lexical sets. | **3 -5 minutes** | **T-S** | **Worksheets** |
| **Controlled**  **Practice** | To have learners read sentences and circle the best word that suits the given context. | Learners respond to the given task in pairs. | To ensure that learners understand the meaning of the lexical set in the context. | **3 – 5 minutes** | **T-S** | **Worksheets** |
| **Problem solving activity** | To have learners work in pairs to fill in gaps to complete known quotes.  They will be given the first letter of each word. | Learners read the quotes and complete the missing words. | To enable learners to communicate and have further practice to use the target language. | **5- 7 minuets** | **T-S** | **worksheets** |
| **Controlled**  **Practice** | To have learners read new words in sentences and then match them with their definitions. | Learners respond in pairs. | To help learners evaluate, compare and match words with their meanings. | **5- 7 minutes** | **S-S** | **worksheets** |
| **Free practice** | To ask learners to choose the best three best qualities a good leader must have and have them justify their choices.  To have them discuss in pairs then write down their answers and post them on board for a further class discussion.   * To monitor pair discussion. | Learners work in pairs to discuss then write their answers and come to the board and post them.  Then they give reasons for their choice and discuss it with the class. | Learners use the target language in a productive task.  Learners will practice the visible thinking routine for the first-time which help make their thinking visible so any misconceptions can be clarified by the teacher if needed. | **10 minutes** | **S-S** | **PowerPoint slide + post it notes** |
| **Post- Stage:**  **Conclusion** | To ask learners to use two words from the list of the lexical set to write true sentences about themselves. | Learners respond. | To serve to promote retention of the target language in long-term memory. | **S-C** | **10 minutes** | **PowerPoint slide + post it notes** |

Supervisor: Fawzia Alghamdi

**Lesson Aims**

***(Please fill in the table below. Provide a clear description of the main and secondary learning objectives of the lesson in the first column and explain, in column 2, how you are planning to check the extent to which the learning objectives have been achieved)***

specific

General

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| **Learning Objectives** | **Evidence of achievement** |
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**Lesson Procedure**

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| **Stage** | **Teacher Activity** | **Learner Activity** | **Objective** | **Time** | **Interaction** | **Materials and Resources** |
| **Pre- Stage:**  **●**  **●**  **While- Stage:**  **●**  **●**  **Post- Stage:**  **●**  **●** |  |  |  |  |  |  |