



LESSON PLAN

TOPIC: Leisure activities		CLASS: Intermediate English B1	
DATE: 02/10/19	LENGTH OF LESSON: 30 minutes		NO IN CLASS: 6
ABILITY/SPECIAL EDUCATIONAL NEEDS: Being aware of students Additional Learning Needs. Shy students. Dyslexia.			
AIM OF LESSON: To improve students vocabulary and speaking skills.			
LEARNING OBJECTIVES – The Learners Should Be Able To: To practice talking about leisure activities, hobbies and free time. To practice describing leisure activities.			
PREVIOUS KNOWLEDGE: In previous lessons, students have practiced asking and answering questions and have briefly discussed what they do in their spare time. Students have previously learned action words and lexical items used for leisure activities.			
ANTICIPATED DIFFICULTIES: Groups of 3 and 4. Some students may be shy. Technological problems. (Have hard copies of the power-point and quiz.)			
RESOURCES/EQUIPMENT REQUIRED: Power-point. Handouts. Paper and pens. Board markers. Phones. I-pads. Laptops.			
HEALTH & SAFETY:			

Tazmin Knox

Risk assessments.

Students know the fire drill and are aware of the exits.

PROFESSIONAL STANDARDS

Please note WHEN and HOW relevant professional standards occur and are met:
(Include detail of standard, not just a reference number)

A1 Design and plan learning activities and/or programmes of study

- I have designed a number of activities to stimulate interest in the topic and to promote discussions within the groups.

A3 Assess and give feedback to learners

- I will walk around the class listening to the students discussions and provide feedback on language.

V1 Respect individual learners and diverse learning communities

- I will respect and promote a positive learning environment.

CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and WHEN and HOW they are met:

Communication and society: Students will practice to talk about hobbies and what they do in their free time. This will enable students to use the language outside of the classroom and in real life events.

Promoting socialisation, healthy lifestyles and a well-balanced work life.

Vocabulary and literacy skills: During the quiz students will be introduced to new lexical items.

Use of technology to engage students and to practice using different types of technology in the classroom.

Gender equality and equal opportunities: Students will have the chance to share their ideas in a relaxed and non-judgemental environment.

LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	Warm up: Leisure activities and hobbies.	Introduce myself and create interest in the topic. Outline Objectives and their importance. Using PowerPoint pose and ask questions. Ss discuss in groups. • What do you like to do in your free time? • How often do you do it? • Where do you do it? • Is it for health reasons or do you enjoy it?	5 min (T-WC)
DEVELOPMENT	Lead in: Task 1 A-Z of activities game.	Board A-Z - In two groups students will race to write as many leisure activities in the space provided. The group with the most activities wins the game. Model and elicit an answer.	5 min (T-WC) (SS-SS)

v. detailed scheme of work

PLENARY/ CONCLUSION	To assess what the students already know about the topic. Task 2 Hot seat game. Describing activities.	(2 min timed) Feedback on answers/ spelling. Praise the winning team. Form 2 groups. Model and give instructions for the activity. Show a leisure activity on the PowerPoint. One member describes the activity and the other member names the activity. The group gets 1 point for each correct answer. After we have got the winner, get students to discuss the answers to the following questions. (Choose 4-5 activities to discuss depending on the time.) Board questions and discuss: • Where can we play this activity? • What things are needed to do the activity? • How do we do the activity?	10 min (T-WC) (SS-SS)
	Task 3 (Quizizz) Checking of content.	Model and explain the task using PowerPoint. Provide the instructions, website and code for accessing the quiz. www.joinmyquiz.com Ss will have to answer 10 questions based on descriptions of activities. They have 45 seconds to answer the multichoice questions using their laptops, iPad or phones. Peer check.	10 min (T-WC) (SS-SS)

		Using the analysis give feedback on answers and praise the winners.	
	(Next lesson) Task 4 Discussion.	If we have time left over I will pose discussion questions linked to the next lesson about uncommon/ unusual leisure activities and hobbies. Discussion questions: Think of some uncommon leisure activities. Can you name any uncommon/ unusual leisure activities/ hobbies? • Where can we play this activity? • What things are needed to do the activity? • How do we do the activity? • Would you like to this activity? Why/ why not?	

ASSESSMENT STRATEGIES USED (WHEN and HOW):

I will visually assess during task 1 and task 2 to determine what the students already know about the topic.

I will assess students literacy skills during the blended learning quiz and after by giving feedback on language.

I will assess students speaking skills throughout the lesson by asking questions.

Excuse me

Leisure activities



Lesson objectives

- To practice talking about leisure activities, hobbies and free time.
- To practice describing leisure activities.

How would you define leisure activities?

A quality of experience or free time.

Free time spent away from business, work, chores and education.



An **activity** is something that you spend time doing.

Leisure is the time when you are not working and you can relax and do things that you enjoy.

Activity

- What do you like to do in your free time? 
- How often do you do it? 
- Where do you do it? 

(A-Z) Activity

- In groups make a list of leisure activities. You have 2 minutes.



Activity

Hot seat



How would you describe this activity?



Tazmin Knox

V. Sped.



Leisure activities

10 Questions

NAME : _____

CLASS : _____

DATE : _____

1. It is a water sport. You move your arms. You lay on a board. What is it?

- ☐ a) sleeping ☐ b) diving
☐ c) surfing ☐ d) swimming

2. It is a sport. You play it in a team. You play it with your feet. What is it?

- ☐ a) football ☐ b) badminton
☐ c) the guitar

3. It is a musical instrument. It is very big. You use your fingers to make music. What is it?

- ☐ a) the violin ☐ b) basketball
☐ c) the piano

4. It is an action sport. It involves riding and performing tricks using a skateboard. What is it?

- ☐ a) magic ☐ b) dancing
☐ c) tennis ☐ d) skateboarding

5. You play as a team. You use a ball. You can kick it or throw it. What game is it?

- ☐ a) volleyball ☐ b) rugby
☐ c) football

6. A racket sport that can be played individually against a single opponent (singles) or between two teams of two players each (doubles). What is it?

- ☐ a) basketball ☐ b) cricket
☐ c) table tennis ☐ d) tennis

Excellent answer

7. You follow a recipe. You cook and prepare food.

What is it?

- | | |
|--------------------------------------|---|
| ☐ a) cooking | ☐ b) eating |
| ☐ c) drinking | ☐ d) mathematics |

8. It is a group activity. You listen to music. You move your body. What is it?

- | | |
|--|-------------------------------------|
| ☐ a) running | ☐ b) yoga |
| ☐ c) listening to music | ☐ d) dancing |

9. To travel around visiting interesting places that tourists usually visit. What is it?

- | | |
|--|--|
| ☐ a) sight-seeing | ☐ b) eating |
| ☐ c) shopping | ☐ d) travelling |

10. A group of physical, mental, and spiritual practices or disciplines which originated in ancient India. What is it?

- | | |
|--------------------------------------|---|
| ☐ a) swimming | ☐ b) yoga |
| ☐ c) reading | ☐ d) sightseeing |

PGCE/PCE (PCET) LESSON ASSESSMENT FORM



Student Teacher Name: Tasmin Knox Establishment: ULSTD (MicroTeach) PLET Date: 2.10.19

GRADE DESCRIPTORS: (When compared with an experienced teacher)						Context of observation	
VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. U – Needs attention through further development and improvement						(e.g. class, ability, number of students; topic; main activities and organisation; other features) <u>English 31. Lesson activities</u>	
A SUBJECT KNOWLEDGE						General Notes and Comments:	
1	accuracy of knowledge of subject matter	VG	G	S	U	Planning and Preparation A detailed lesson plan, with clear learning objectives, and clear scheme of work	
2	understanding of context e.g. scheme of work, programme of study	VG	G	S	U		
B LESSON PLANNING AND PREPARATION						Development/Delivery A very confident session a delivery, with clear subject knowledge. You took risks and produced and delivered a highly interactive lesson, which was extremely effective and was very engaging. Excellent choice of resources and support using Emergent Tech	
1	detail and structure of plan	VG	G	S	U		
2	clarity and suitability of learning objectives	VG	G	S	U	Plenary / Conclusion Used quizzing to assess knowledge good Answered Question	
3	consideration of SpLDs, anticipated difficulties, health and safety, etc.	VG	G	S	U		
4	resources selected, prepared, organised	VG	G	S	U	TARGETS FOR IMPROVEMENT Well done a very good M. Teach! Excellent Scheme of work Review the learning objectives using Bloom Taxonomy to see if you can create a hierarchy of learning objectives.	
5	consideration of professional standards	VG	G	S	U		
6	consideration of appropriate cross-cutting enhancement theme(s)	VG	G	S	U		
7	consideration of active learning, learner engagement and skills development	VG	G	S	U		
C TEACHING							
1	lesson start, e.g. outlining content, aims and objectives	VG	G	S	U		
2	presentation: instructing, explaining, demonstrating	VG	G	S	U		
3	effective questioning	VG	G	S	U		
4	choice and variety of tasks/activities	VG	G	S	U		
5	variety and suitability of teaching strategies/methods/approaches	VG	G	S	U		
6	use of emergent technologies	VG	G	S	U		
7	pace of lesson, use of time	VG	G	S	U		
8	lesson ending, e.g. summarising, recapping key points, etc.	VG	G	S	U		
D CLASS MANAGEMENT AND CONTROL							
1	presence and voice projection	VG	G	S	U		
2	transitions – smooth	VG	G	S	U		
3	awareness, vigilance and intervention	VG	G	S	U		
4	use of praise and encouragement	VG	G	S	U		
5	management of tasks/learners/work groups	VG	G	S	U		
E MONITORING AND ASSESSING STUDENTS' PROGRESS							
1	monitoring understanding and progress during lesson	VG	G	S	U		
2	suitability of assessment strategies/methods/approaches	VG	G	S	U		
3	assessing achievement of learning objectives	VG	G	S	U		
4	giving feedback and setting targets for progress	VG	G	S	U		
F EFFECTIVENESS							
1	in setting high expectations for work	VG	G	S	U		
2	in conveying enthusiasm and challenging students	VG	G	S	U		
3	of students' engagement and learning in this lesson	VG	G	S	U		

Observer Signature: [Signature] 2.10.19