

<u>Name of the Teacher</u>	<u>Date</u>	<u>Level of the class</u>	<u>Length of lesson</u>
Mr Karoly Balazs Erdei	23/07/2021	Beginner	50 minutes
<u>Lesson Type:</u> Science Vocabulary			
<u>Lesson Topic:</u> What do living things do?			
<u>Lesson Objectives:</u> <u>By the end of the lesson, students will be better able to...</u> <ul style="list-style-type: none"> • recognise and produce the 6 words that describe what living things do. (Move, grow, eat, change, reproduce, breathe.) – Cognitive Domain • explain, compare and value the above 6 functions – Affective Domain • smoothly showcase the TPR moves linked to each of the 6 functions with ease – Psychomotor Domain 		<u>Lesson Outcomes:</u> <u>By the end of the lesson, students will have...</u> <ul style="list-style-type: none"> • pronounced and written down the new lexis. • identified and explained the importance of these 6 functions • independently displayed the TPR moves connected to the new language. 	
<u>Anticipated difficulties:</u> -Very young learners learn tend to forget unfamiliar words quickly. -Very young learners have short attention-span.		<u>Suggested solutions:</u> -I will use TPR to increase the retention of the new lexis. -The class must be fast-paced, so that students don't get bored.	

Language analysis:

<u>Language Item</u>	<u>Meaning of the item</u>	<u>How you will present meaning</u>	<u>Grammatical form</u>	<u>Pronunciation</u>
1. move	to change position or make somebody/something change position in a way that can be seen, heard or felt	using the picture of two men moving a house plus TPR	intransitive/transitive verb	/mu:v/
2. grow	to increase in size, number, strength or quality	using the picture of a growing plant plus TPR	intransitive verb	/grəʊ/
3. eat	to put food in your mouth, bite it and swallow it	using the picture of a boy eating plus TPR	intransitive/transitive verb	/i:t/
4. change	to become different	using the picture of some figures changing colour plus TPR	intransitive verb	/tʃeɪndʒ/
5. reproduce	if people, plants, animals, etc. reproduce or reproduce themselves, they produce young	using the picture of a human life cycle plus TPR	intransitive/transitive verb	/ˌri:prəˈdju:s/
6. breathe	to take air into your lungs and send it out again through your nose or mouth	using the picture of two characters breathing plus TPR	intransitive/transitive verb	/bri:ð/

<u>Stage Name</u>	<u>Stage Aim</u>	<u>Time</u>	<u>Interaction Pattern</u>	<u>Teacher's procedure</u>	<u>Students will...</u>
Warmer	To engage the learners in the lesson, to activate the learner's prior knowledge of the topic.	12 minutes	T-S OCFB	<p>T welcomes the class and asks if everyone finished breakfast.</p> <p>T asks students about foods.</p> <p>T asks: "What day is it today?"</p> <p>T asks: "What is the date today?"</p> <p>T asks revision questions.</p> <p>T asks: "What are living things?"</p> <p>T asks: "What are non-living things?"</p> <p>T asks: "What do living things need?"</p>	Students will identify the lesson topic and use their previous knowledge to make links to the topic.

Presentation: Meaning	To present the target language in a clear context to convey its meaning.	5 minutes	T-S OCFB	T elicits the target language. If students can not guess correctly, T tells the correct word. T shows words and pictures in PowerPoint presentation.	Begin to think about the meaning of the lexis.
Presentation: Form	To present how the target language is set out.		T	Every time a new word is identified, T shows how it is set out.	Learn how the words are written.
Presentation: Pronunciation	To establish the correct pronunciation of the words.		T-S OCFB	Every time a new word is presented, T models the pronunciation, then drills the target language.	Be able to pronounce the target language correctly.
Practice	To practise only the new language with TPR.	7 minutes	T-S OCFB	T reviews the words and pictures with the class. Revision enables students to check answers and practise saying the words.	Get to know the definition of the lexis and begin using it for the first time.
Practice	To practise only the new language.	18 minutes	T	T asks students to copy new lexis into the notebook. T monitors the students.	Have more chances to practise the new lexis in writing.

Production	To get the students produce the TPR linked to the new language.	5 minutes	T-S OCFB	TPR game	Use the new language that they have learnt with TPR.
Cooler	To end the class on a positive note.	6 minutes	T-S S	Daily questions.	End the lesson on a positive note.

Bibliography:

All definitions taken from www.oxfordlearnersdictionaries.com.

Pictures taken from flashcards in the school and Google.