

LESSON PLAN			
Name: Tamarin Butcher	Date: 28 th July, 2025	Week: 2	TP number: 1
Lesson type: Reading and Speaking	Level: Pre-intermediate	Length of lesson: 45 minutes	Number of students: 5-15
Lesson Aim(s): Main aim: <i>By the end of the lesson, students will have read for gist and specific information in the context of communication.</i> Subsidiary aim: Ss will be better able to talk fluently about communication Context: Communication			Tutor: Appropriate lesson aims? (please circle) YES NO
Materials: Empower Pre Intermediate, Doff, Thaine, Puchta, Stranks, Lewis-Jones with Burton, 2015, CUP Unit 1B p.10 and 11 Photos/Other materials: • PowerPoint Slides • PowerPoint Stock Images • Zoom • Teacher Generated Handout			Tutor: Sources acknowledged? (please circle) YES NO
Language Analysis (<i>please highlight</i> which one applies to your lesson): • Note: You must complete a language analysis for each lesson starting from TP3 a) a vocabulary analysis (at the end of this document) b) a grammar analysis (separate document) c) a functions analysis (separate document)			Tutor: Sufficient language analysis? (please circle) YES NO N/A
Comment on lesson plan and language analysis: Aims: Procedure: LA: Materials: Strengths: • Points to work on (Action points): • Trainer's overall comment:			
Overall grade for this lesson: BELOW AT standard for this stage of the course			
Tutor Signature:			

Assumptions: <i>What do you expect the students will already know about the language/content of your lesson?</i> • Students may be able to talk about the present using present simple fairly appropriately. • Students may feel comfortable talking about communication topics in English, given their level of proficiency. • Students might have enough vocabulary to extend their answers in the context of the lesson. • Students may feel more at ease in small groups/pairs now that they know each other better.	
Anticipated problems (skills and classroom management – NOT language. E.g. problems with timing, grouping, instructions, topics, logistics, etc.) 1. Students may still be hesitant to communicate in the BORs. 2. There may be latecomers to the lesson. 3. There may be early leavers from the lesson. 4. The vocabulary stage may take longer than anticipated. 5. Students may struggle with the reading for specific information task. 6. Confident students may accidentally monopolize the conversation, while less confident/quieter students may not have a chance to speak.	Solutions to these problems: 1. I will emphasize that they know each other better now before the first BOR, and then monitor the BORs, prompting communication as needed. 2. I will keep a close eye on the waiting room, let late students in quickly and add them to BORs (if needed) right away. I will re-share any materials/screenshots needed for the BORs first. 3. I need not mention students who leave early, but I will keep an eye on the size of the student group in order to make sensible decisions about, e.g., the number of breakout rooms. 4. I will plan elicitation and CCQs in advance for the vocabulary stage, and I will limit the vocabulary list to 4-6 words. 5. I will allow as much time as I can for this task and emphasize that they need not understand every single word but rather read only for the answers they need. 6. I will call on specific students, strong and weak, throughout the lesson to ensure that everyone has a chance to speak. I will encourage confident students by having them model answers with me.
Personal Aims - What action points from your previous lesson(s) are you working on? 1. Ensure that my language is graded appropriately 2. Ensure that visual prompts are used when needed without detracting from the flow of the class 3. Ensure that notes are taken by me, and that opportunities are provided for students to take and save notes as well (e.g., by utilizing some sort of digital whiteboard or shared document)	Where are these on your lesson plan? What is your strategy to improve in these areas? 1. I have included graded language in the Notes section in the PPT. Although I plan to speak naturally, rather than reading off a script, these can be helpful reminders. 2. The visual prompts, instructions as well as pictures, are in my PPT and HO. I will screenshare only when needed, not for the entirety of the lesson. 3. I plan to use the PPT as the 'whiteboard'. I will take notes there and share with students (via Hulo?) after the lesson.

Time	Interaction	Stage Name	Stage aim	Procedure	Trainer's Comments
5 min	T-Ss S-Ss	Lead in	To engage Ss in the context of communication	<i>As Ss arrive: Greet Ss by name and ask them how their day was, what they did, etc. (Unless this is handled by Hulgo.)</i> <i>Note to self: Note exact start time for time management purposes.</i> <i>REMINDER: Take notes on good language use as well as errors throughout in Notes on Language Errors document.</i> • Show images of different ways of communicating (e.g. calling someone / communication sending a message – PPT Slide 1). • Ask students what the images have in common (communication). <i>Note to self: Nominate specific Ss to answer</i> • Instruct ex.1a • Give your own example first, then nominate Ss by name to say if they do one of these things after making notes. • Discuss as a class to discuss in pairs (in break-out rooms). Instructions – PPT	

				Slide 2 Teacher HO Ex.1 <i>Note to self: Send HO in Chat</i> Monitor (go into the different breakout rooms to check students are on task or if they need any help) Come back to the main room and get feedback — ask a couple of Ss to report to the class on what their partner said.	
3 min	T- Ss	Blocking vocabulary	To help students with challenging words	- Show several words that might be unfamiliar to Ss on screen. - Ask specific Ss to choose the correct definition from the options on the right, starting with a stronger student to demonstrate. - Reveal the answers, drill pronunciation if needed. PPT Slide 3 - quick and easy - lazy - personal - IM	
10-12 min	T -> S T <-> S	Reading for gist	To read for global understanding	- Refer Ss to Ex2, predicting missing words in sentences about the text. - Instruct, then break them into pairs in	

				BORs. Teacher HO Ex. 2 PPT Slide 4 <i>Note to self: Share the slide and explain the activity, then show briefly where the activity can be found in the HO. Each pair should only try to guess the answers to TWO sentences, for time.</i> • Monitor BORs. Provide guidance and encourage conversation as needed. • Prompt specific individuals to share what they discussed with their partner. • Note them on the slide. PPT Slide 5 <i>Note to self: Use animations to click through the four sentences in the top right corner. As needed, correct for word class, grammar, etc.</i> • Instruct Ss to read the text individually for 3 minutes. Teacher HO pg. 2 ICQs: • Are you reading or writing? • Are you working alone or together?	
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				- How many minutes do you have? <i>Note to self: Prompt students to read only for the answers to the missing words. Note that there will be words they do not understand, but that they shouldn't worry about them at this stage.</i> - Send Ss back to (different) BORs to check their answers together, now that they have read the text. PPT Slide 6 - Monitor BORs. Provide guidance and encourage conversation as needed. - Prompt specific Ss to provide the correct answers and fill them in on the slide as they give them. PPT Slide 6	
10 min	T -> S S T <-> S	Reading for specific info	To read for specific information	- Tell Ss that they will read the text again and answer specific questions. - Show the questions on screen. Direct students to the handout. - Ss do the task individually. PPT Slide 7 Teacher HO Ex. 3	

				• Ask Ss to check answers in pairs (in break out rooms). • Monitor BORs to check how well they're doing. • Get feedback and show the answers. PPT Slide 8	
10 min	T -> S S <-> S T <-> S	Follow-up: Speaking (productive task)	To develop oral fluency	• Tell SS that they will now discuss how often they use different types of communication. • Answer one of the questions to demonstrate. PPT Slide 9 <i>Note to self: prompt Ss to take a screenshot of the instructions. Put a screenshot in the Chat before sending them to BORs.</i> <i>While students are in BORs, copy-paste language errors from the Notes on Language Errors doc into Slie 10.</i> • Monitor (go into the different Breakout Rooms to check students are on task or if they need any help) while they talk. • Come back to the main room and get feedback: ask a couple of Ss what they talked about	

5 min	T <-> S	Feedback	To provide feedback to language errors committed throughout the lesson	- Copy-paste 3-5 examples of good language into the slides during the final BOR. Praise the Ss. PPT Slide 10 - Copy-paste 3-5 language errors into the slides during the final BOR. Correct with Ss and drill as needed. PPT Slide 11 <i>Ending the lesson: Thank everyone for coming, praise their hard work, and hand over to the next teacher (Mehdi).</i>	
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Vocabulary Language Analysis Sheet			
List the words/collocations/phrases you plan to teach or that may be problematic for learners in your lesson. Indicate the part of speech	How will you convey and check meaning? (Script CCQs with expected answers here if relevant)	Transcribe the pronunciation, indicate stress, and any issues with connected speech.	What problems might Ss have with the meaning, pronunciation, and form? What will you do if these arise in class?
Example: I <u>can't stand</u> it (verb phrase/collocation)	I will convey meaning using a cline. ☺-----☹ --- x I'll elicit that x = I can't stand it CCQs Is it stronger or weaker than I don't like it? (Answer: Stronger) What is something you can't stand? (answers vary)	o o /kænt'stænd/ ('t' is usually softened or omitted or replaced with a glottal stop)	P1: Ss may think "I can stand it" = I like it. S1: CCQ - Can I say "I can stand it" when I like something? (Answer: No) P2: Ss may omit the object S2: Tell Ss it's a transitive verb and record on the board as a chunk
Word/phrase (and part of speech-form)	Convey and check meaning	Pronunciation	Problems and solutions (at least 2 per item)
