

Put your title here

Name Put your name here	Title or explanation Put a title here (anything is fine!)	Time 40-60 minutes is a good class time
-----------------------------------	---	---

Level/Age
Approximate age and level (beginner/intermediate/advanced) of students

Language focus
Target language: Put some examples of the target language here. Don't try to teach too many different expressions, especially for lower-level students
Specific language skill focus: Speaking (for the E-I-F lesson)
Culture: If you think there are any cultural issues with the topic or TL you can write that here, or write " N/A " (Not Applicable)

Student learning objective and assessment activity *SLO*****
By the end of the lesson, SWBAT... [action verbs and topic] using [examples of target language] by [communicative task]
– Include examples of the target language in the SLO and details of the fluency activity. Remember the fluency activity (in the E-I-F lesson) should focus on speaking.

Ongoing assessment
Here you can list the stages where you check the students progress. Maybe you teach the vocabulary first and do a "checking stage" to check they know the vocabulary before you teach the expressions. There should be at least 2-3 stages in the lesson where you check the students' progress and check they are learning everything you have taught.

Students' background knowledge and abilities in relation to the topic of the lesson
Here you can write about the language that the students probably already know. For example, if you are teaching past progressive tense then they probably already know simple past tense. If you are teaching about describing people then they probably already know colors.

Challenges and solutions
Challenges: Any challenges that you think might occur during your lesson related to language or activities.
Solutions: How you will fix these issues.

Steps	Stage s	Time	Procedure	Interactio n	Activity purpose
1	E	Appro x. time	<p>Check the example E-I-F lessons in the Materials Development coursebook for ideas and examples about how to write these stages.</p> <p>In this first stage think about generating student interest and introducing the topic.</p>	T-S, Ss- Ss, etc.	The reason for each stage. Again, look at the examples in the coursebook to get ideas about how to write this.
2	E		In the second stage, maybe think about checking background knowledge and activating background knowledge (schema).		
3	E/I		<p>When you first introduce the TL it is E/I stage because it is both Encounter and Internalize.</p> <p>Remember: You don't need to introduce all the TL in one stage. You can 'chunk' the language into smaller, easier parts, for example starting with the vocabulary and then teaching the full expressions later. This is especially good for lower-level students.</p>		
4	I		The Internalize stages should have a good mix of activities with a variety of interaction and learning styles. Maybe 4-5 Internalize stages is a good amount.		

Steps	Stages	Time	Procedure	Interaction	Activity purpose
5					
6					
7					
8	F		<p>The Fluency activity should be at the end of your lesson. It should be a communicative, student-centered task.</p> <p>Some good types of fluency activities are information gaps, survey, questionnaire, interview, debate, role-play, etc.</p> <p>Remember to model the fluency activity and help the students prepare.</p>		