

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

EXAMPLE "STUDENT LEARNING OBJECTIVES":

Here is a grammar SLO:

By the end of the lesson, students will be able to compare things using language such as "the yellow bag is prettier than the blue bag", "the leather shoes are more expensive than the running shoes" by doing an information gap activity with a shopping catalogue and price list.

Note: for grammar target language, try to think of a situation, topic or context that matches the grammar.

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Here is a situational target language SLO:

By the end of the lesson, students will be able to transfer money in a bank using language such as "here is my bank card", "I would like to send \$500", "I will pay the fees" by doing a bank role play.

Note: situational target language means expressions we use in a specific situation. Dialogues and role plays are good for this.

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Finally here is a beginner SLO:

By the end of the lesson, students will be able to ask and answer about sports using language such as "do you like tennis/baseball/figure skating?" "Yes I do/No I don't" by doing a class survey.

Note: for beginners, keep the expressions simple with about 8-10 optional vocabulary (here it is sports). Question and answer patterns are also common here.

Steps	Stages	Time	Procedure
1	E	Approx. time	In this first stage think about generating student interest and introducing the topic.
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
5			Scaffolding speaking practice
6			Scaffolding speaking practice
7			Scaffolding speaking practice
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>