Lesson Plan

**** Basic **** Intermediate ****  Advanced

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| **Business/Materials** | **Lesson Objectives** | | | | |
| 1. The Youtube video——These skills are hard to learn but pay off for the rest of your life.  2. Cloze the full text subtitles in videos.  3. Important word list from the video (with pronunciation), and some difficult sentences. | 1. Listening the video and understand the main opinions about the video.  2. Write down five main opinions from the video. Remember them in order to use in the latter class.  3. Listen to video multiple times (pause, repeat, go back), and try their best to fill in the blanks of the material. Then check with students. | | | | |
| **Warm-up and Objective Discussion** | | | | | |
| 1. Warm-up: (discussion) think about the title“These skills are hard to learn but pay off for the rest of your life”,what is your first reaction to this title? Just speak whatever you think.  2. Introduce the lesson’s objectives to students: a. Listen carefully about the video and take notes. b. Try your best to find five main opinions from the video. | | | | | |
| **Instruct and Model** | | **** R | **** W | **** L | **** S |
| 1. Ask students to listen carefully about the video for the first time, taking notes and trying their best to recall important skills the lecture mentioned as “top-down” process. Then divide them to work in pairs to check and help each other to further supplementary content.  2. After the talk from two partners, then let students to focus on the five main opinions about skills. The first time let them listen and write down the topic of five skills and give them the right answer as model on the board to check, and the second time let them to fulfill the content of each topic. | | | | | |
| **Guided Practice** | | **** R | **** W | **** L | **** S |
| 1. After the students finish three times of listening, divide them into five groups, encourage every student to come to the front and write down the explanation of the corresponding skills they heard as “bottom- up” process. It’s better to add something not mentioned by other students. (10 minutes)  2. Talk with all the students about contents written on the board, check with them one by one. Give every group a score based on their answers as an assessment. | | | | | |
| **Independent Practice** | | **** R | **** W | **** L | **** S |
| 1. Distribute to students about cloze of the full text subtitles in videos. Give students twice time to listen and they have to fill in the blanks based on the memory of their listening and what we taught on the board. Check with the right answer.  2. Control the speed of the video, letting students understand the text of video better by the way of pausing, repeating and going back. | | | | | |
| **Assessment** | | **** R | **** W | **** L | **** S |
| 1. Calculate the results of students in guide practice in which they practiced in the group, and the cloze of total text of the video and use these two results as the assessment. | | | | | |