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. Based on the five skills have learned, guide students to think about other skills hard to learn in life.  2. Based on the students’ own chosen ability, ask students to give a topic presentation about the ability they choose. | | | | |
| **Warm-up and Objective Discussion** | | | | | |
| 1. Warm-up: (discussion with students) when you are young, what’s the best skill you want to have? Maybe cornice walk, earn lots of money or gain some kind of super power. Talk with all the classmates.  2. Introduce the lesson’s objectives to students: a. Think about the ability hard to learn in your life and give a presentation about it. | | | | | |
| **Instruct and Model** | | **** R | **** W | **** L | **** S |
| 1. Compared to the five hard skills students have learned, ask to think about themselves. Give them a question “Are there any skills you find that important in life?”, encourage them to work in pairs and share their opinions. | | | | | |
| **Guided Practice** | | **** R | **** W | **** L | **** S |
| 1. Write teacher’s answer on the board and give them as a model. Give them reasons why the teacher chooses this ability, how does he/she practice to achieve the ability or how will he/she try to master the skill. Ask students to read as a guided practice, find the reasons and encourage them to complement the reasons. | | | | | |
| **Independent Practice** | | **** R | **** W | **** L | **** S |
| 1. Have students to choose a personal ability which hard for them to learn but they think will influence their life a lot and give a presentation, ask them to focus on two points:  a. Use what you have learned in listening text training and guided practice (writing content, related vocabulary grammar, writing style, etc.)  b. Clearly provide the reasons for your choice, why it is considered difficult to learn, why it will help your future life, and how you will learn or how you will learn to master this skill. | | | | | |
| **Assessment** | | **** R | **** W | **** L | **** S |
| 1. Have students write down their assessments about other classmates’ presentation and give a score (1-2 sentences are enough).  2. The teacher give everyone feedback and some suggestions in order to let them improve their work. | | | | | |