

# DISEÑO; GESTIÓN Y EVALUACIÓN DE MODELOS CURRICULARES CONTEXTUALIZADOS; FLEXIBLES Y ADAPTADOS PARA EL TEFL

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**Course:** 4A

## Lesson Plans

### TTT MODEL

**Subject:** Describing Technology with the Passive Voice

Description	Main Aims	Subsidiary Aims	Materials
By means of this lesson, Students are given the lesson of improving grammar knowledge utilizing "passive voice" using it to describe technology with useful language for playing the game as it relies on a flawlessly-structured, communicative grammar lesson using the test-teach-test framework. as well as it channels the framework by analysing grammar, vocabulary and functional language i.e., MFPA.	<p>To enlighten passive voice through work pairs to channel student needs to ensure comprehension.</p> <p>To utter controlled practice of the foregoing subject moreover to widen the scope to have freer practice thoroughly.</p>	<p>Reading and writing to be the sub aim to render the students betterment in grammar and peer-to-peer communication</p>	Handout

<p>The foregoing lesson will be taken up with a pair work to fulfil gaps while polishing up target language, to the extent, they comprehend synonyms, idioms and collocation born on technology. The class kicks off a brief introduction to the subject, consequently, it delivers the utmost knowledge to entail the task, right before explaining the upcoming drill, teacher gets students acquainted with the matter by posing CCQS, then it is displayed ICQS in order to clarify the activity, thus, to provide a better match up it takes a preliminary test for it, tracking the stages the teacher goes over to clarify the usage of passive voice according to the given lexicon over and above practice.</p>	<p>To spur students to trade words in a technological environment fluently in the present tense.</p>	<p>To deliver fluidity and precision in the grammar interpretation as well as its use</p>	
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Stage	Procedure	Materials	Interaction Pattern	Time	Comments
<p>Lead-in To set lesson context and engage students.</p>	<p>The students are given a handout including some simple questions and issued the pattern of passive voice explain with images to be understood easily followed by quick whole class feedback.</p>	<p>Hand out</p>	<p>T-S, GW</p>	<p>3 – 4</p>	

First Test (Diagnostic) To test learners current knowledge of and ability to use the language and identify the issues are	The teacher goes over student's understanding posing Concept Check Questions to match students to work in pairs as a main part of the lesson to be developed through the entire class. As a class work students to practice useful language to communicate with his/her mate to fulfil each gaps.	Hand out	T-S, S-S	5 – 7	
Teach (Clarifying) To clarify issues learners have with meaning, form and pronunciation	With the aim to aid pupils to highly comprehend and use the target language, teacher deems meaning before form, hence, with MFP the teacher delivers meaning before highlighting form and appropriacy by eliciting, modelling and drilling, due to the nature of the topic it is easier students can understand as they are familiar with present tense. Moreover to clarify the matter teacher will use the whiteboard to enlighten MFP.	Handout Whiteboard	T-S	8 – 10	

Controlled practice To give the students a chance to practice using the target language	Whist teacher provides "The passive voice grammar presentation", students pose Instruction Check Questions to accomplish the work, thus, the educator explains the procedures. Students skim the clauses to figure out how to complete those gaps. when students are through, teacher looks at the task, explains the appropriacy and corrects if it is needed: <ul style="list-style-type: none"> <li>• Steam <u>is released</u> by this.</li> <li>• It <u>isn't sold</u> in the UK.</li> <li>• Many <u>are sold</u> in Japan.</li> </ul>	Hand out	T-S, S-S	5 – 7	
Freer practice To give the students a chance to practice using the target language to enhance their fluency along with the accuracy.	The instructor issues an opportunity to have a challenge in the class in order to have more learning in a highly efficient way. The teacher splits them into clusters and asks them to match collocations embedded in the handout, then one reads it out e.g., fluorescent bulb, desk lamp.	Handout	T-S, GW	5 – 7	

More Freer Practice To make sure the main aim of the lesson has been achieved and to expose the students with a variety of action verbs.	Dividing the class into bulky groups, the teacher asks the students to examine the differences between technology terms and build sentences establishing the differences after a short explanation, for instance, socket and plug.	Handout	T-S GW	4 – 5	
Delayed feedback To highlight the mistakes done by the students.	The instructor seeks for the errors found from the students with the TL -elicits the correction. Teacher delivers advise to improve and practice the target language.		T-S	3 – 5	

### PPP MODEL

**Subject:** Vacation Time

STAGE AND OBJECTIVE	TIME	INTR	PROCEDURE
Note the objective of each stage			TEACHER AND STUDENT ACTIVITY





<p>Less controlled practice</p> <p>Provide students oral practice of the target language involving their own interest.</p>	5 minutes	L	<p>students to describe four pictures by using actions in the Past Progressive form, telling them these pictures depict past vacations.</p> <p>Explain to the students that this form is used when narrating what people were doing at the specific moment of the picture or over a period of time: I was setting up the tent. Mark was riding his bike the whole time (among other uses).</p>
<p>Production</p> <p>Provide students freer written practice of the target language.</p>	8 minutes	L>L	<p>To issue a freer practice as a production stage, students will read phone call between "Phone call between Peter and grandma about his family vacation" to ask them the Past Progressive forms of the verbs for the paragraph. Then, teacher to have students on several pairs to role-play the dialogue for the class. Ask students to say which sentences mention something about a specific moment and which about a whole period of time.</p>

### Text-based presentation MODEL

**Subject:** Adventure Tales

Stage	Length	Interaction	Procedure
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Lead-in	10 minutes	T-S	<p>Educator kicks off the topic informing this lesson will enable them to develop their reading comprehension by identifying words with similar meanings.</p> <p>Teacher has students to write down a series of four or five words. Tell them that in each series there should be two words that are synonymous. Give them one example. Then have them work individually. At the end of the dictation have students share their answers. To clarify any doubts regarding their choice of words. Making sure include words that have been learnt in previous lessons and words that will be part of the reading.</p>
Reading/ Listening	20 minutes	S-T, S-S	<p>Have students match the words with pictures by placing a number in each circle making sure they understand these words as they are central for comprehension of the reading. Tell them to predict what the reading will be about, connecting the words corresponding to the pictures into a possible story.</p> <p>Students do a first reading paying attention to the words in red. This activity is intended to help students exploit the context to understand better and to be able to express their meaning in English. Sometimes they may require a dictionary to look up the meanings of certain words, but at other times they may work with word associations. Teacher may ask students for the meaning of the entire sentence associated with the synonym they chose so that they actually exploit the context. teacher to tell students to solve a vocabulary activity and discuss the reasons for their answers.</p>

Focus on language from the text	10 minutes	S-T, SOLO	<p>Have students go back to the reading and establish the events in the story. Have them number the events. Teacher discusses with them the order of the events and has them describe the sequence to encourage them to use when and while as well as other sequence words in order to piece together the narrative handling ICQ to carry on the matter.</p> <p>Then to tell them to solve the questions as Instruction Checking Questions in order to check they understood the passage.</p> <p>Teacher: What happened when some kids walked very fast? Student: They reached a barbed-wire fence.</p> <p>If students are interested in drawing, teacher can ask them to illustrate the story also ask them for the possible reasons students might have gotten confused about the order.</p> <p>Educator to work with students to rephrase the content of the story to check both their understanding and establishing the sequence of events to follow MFPA applied in the given order of priority with the strategy of Meaning before Form which is the idea that it makes more sense to convey and check meaning before highlighting form.</p>
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Controlled practice	10 minutes	T-S, S-S	<p>In a paragraph, teacher asks students to complete it by using synonyms to complete the summary of the reading in a few ideas. Tell students to go back to the vocabulary activity in the reading. Have them look at the synonyms that matched the red words from the reading. Tell them to complete the paragraph using some of the words.</p> <p>A group of students toured an <b>area</b> of a natural park. They were in an <b>audacious</b> hike when two students took a <b>shorter route</b> and <b>missed the way</b> in the forest.</p>
Freer practice	10 minutes	T-S, SOLO	<p>Teacher provides four pictures then students order the pictures from 1 to 3 according to a narrative text with a beginning, middle and end. Students will tell the story in their own words. Teacher to make sure provide key vocabulary. Henceforth, students are asked to complete their written texts. Once they are finished, have some students read their paragraphs so that the rest of their classmates confirm or discard their versions.</p>

## SKILLS LESSON MODEL (SPEAKING LESSON)

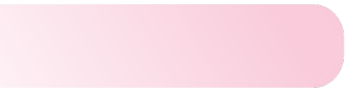
Subject: Feeling Alive

Stage	Length	Interaction	Procedure
Lead-in	5 minutes	T-S	<p>Educator acquaints students the lesson is set to enable them to use daily idioms related to hobbies, leisure and entertainment in oral exchanges, and to give an oral presentation with the support of a scrapbook.</p>

Model Introduction	5 minutes	T-S, SOLO	Teacher talks to students about activities that people do, different from work or study. Ask them about places such as gyms or cinemas. Teacher can talk about the most popular activities. Instructor may say that these activities make people feel alive.
Content preparation	5 minutes	T-S, SOLO	Teacher addresses students about messages in advertisements and their purposes. Teacher may help students with the first advertisement. Then they will do the rest. Teacher receives Instruction Checking Questions to clarify the procedures and asks students about the reasons for their choices. Go into the meaning of each advertisement. Educator to tell them to prepare the target language in the next stage.
Language preparation	5 minutes	T-S	Teacher gives students a series of life situations where these idiomatic expressions are likely to appear. Teacher may bring some flashcards depicting different life situations, such as being stressed out, so that students will know more about the contexts in which to use the idioms.
Speaking task	30 minutes	S-S, T-S, GW	<p>First of all, teacher tells students that the purpose of this stage is the further oral practice by creating dialogues. Teacher informs students to divide their roles as either A or B, asking them questions about the activities at the sports centre.</p> <p>Teacher tells them that some of them are rules so they will express these rules with have to. There is also some advice for which they will use should. Teacher to aid them models a possible dialogue with one or two students. Then have students work in pairs. Thus, teacher joins the conversations as a third member so that students stay focused on the task.</p>

Content feedback	5 minutes	T-S, SOLO	Teacher asks students to classify the types of activities they do in their free time. They can think of ideas such as sports, puzzles, movies, talking to friends. Teacher works with them to find positive ideas about each one of these activities. It is important that students realize that it is okay to be different and have various hobbies. Hence, it offers comprehensive feedback to encourage them to share some of their personal experiences about the activities they do in their free time.
Language feedback	5 minutes	T-S	Teacher enlightens them that the idea of this piece of work is to learn from each other and have the experience of working together trading idioms as they found out the meaning of idioms, used idioms in personalized conversations, gave an oral presentation with the help of visual aids and shared their thoughts with their partners by bearing in mind the framework MFPA to deliver the meaning of the target language associating idiomatic expressions to a particular context conveying appropriacy in a real communication context.

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