

Class Name: Advanced EFA 207

Teacher(s): Ridwan

Date: 04/12/2025

Observer(s):

Lesson Objectives	<p>By the end of this lesson, students will be able to...</p> <ol style="list-style-type: none">1. Use <i>need + passive infinitive</i>2. Use <i>need + verb + -ing</i>
Materials	<ol style="list-style-type: none">1. Google Slides2. Worksheet3. Board and chalk4. Pens and pencils5. Touchstone 4 Unit 1: Lesson B
Procedure	<p><i>Note: the numbered titles are all bold faced. All other bold-faced words are to be written on the blackboard. Words in quotations are to be spoken by the teacher. Materials are underlined. Include the time allotted for each activity.</i></p> <p>1. Greetings and Warm-up: (5 min):</p> <p><i>Objective- students feel welcomed and energised</i></p> <ol style="list-style-type: none">a. The teacher welcomes the students back to class and to the final lesson of the course and will break the ice by asking them about how their week has been so far.b. Questions from previous lessons (the teacher will help address the questions and concerns of the students) <p>Transition: In the absence of any other question, let's proceed to today's lesson.</p> <p>2. Grammar Activity (30min)</p>

Objective- Students will become familiar with how to use need + passive infinitive and need + verb + -ing to express necessity, especially when talking about things that require action.

- a. Pre: (5 min)
 - 1. Students will see 5 examples of sentences that contain *need + passive infinitive* and sentences that contain *need + verb + -ing* on the projector screen.
- b. During: (20 min)
 - 1. Teacher will explain how to use sentences with the above structure in English
 - 2. Students will give, verbally, their own examples of sentences with such structure
 - 3. The students will write 3 examples of such sentences
- a. Pos: (5 min)
 - i. Students will answer section A on page 68

Transition: We have just finished looking at the grammar section of our lesson for today. We will now see some of the sentence examples we have just seen used in context.

3. Reading (25 min)

Objective- Students will be able to enhance their reading abilities and also see more examples of how the grammar structure they just learnt is used in context.

- a. Pre-Reading activity (5 min)
 - i. The students will be shown images of household items (like fridge and washing machine) so that they can mention some of the problems they think those items could have
- a. During-Reading Activity (15 mins)
 - i. (Students will read the reading part of page 68 and page 69 of Touchstone 4)
- b. Post Reading Activity (5 minutes)

Students will answer sections A and B on page 69.

Transition: At this point, we have read and seen how to correctly use *need + passive infinitive* and *need + verb +*

	<p>-ing in our expressions. It is now our turn to use them in our own expressions</p> <p>4. Speaking Activity (15 minutes)</p> <p><i>Objective - to prepare students to be able to describe the problem with broken household items</i></p> <ol style="list-style-type: none"> a. Pre-Speaking Activity (3 min) <ol style="list-style-type: none"> i. Teacher will show students some images broken household items, like broken window, leaky washing machine and the students will describe the problem b. During-Speaking Activity (7 min) <ol style="list-style-type: none"> i. Students will engage in role play in a situation at home (someone complains about things not working) c. Post-Speaking Activity (5min) <ol style="list-style-type: none"> i. Students share their experiences about the entire course (if enough time) <p>5. Conclude (5 min)</p> <p><i>Objective- students will be able to recall one thing learned from class.</i></p> <ol style="list-style-type: none"> a. Teacher will wrap up the final class of the course by asking students a few questions <ul style="list-style-type: none"> • What was your favorite part of course? • Is there anything you would like to be changed? • Write down what you learned today. (if enough time)
Assessment	<ol style="list-style-type: none"> 1. Grammar: did the students answer the questions correctly? 2. Reading: did the students answer the questions correctly? 3. Speaking: Were the students able to describe the problems with their broken household items?
Anticipated Problems	<ol style="list-style-type: none"> 1. The teacher will join any student who does not have a partner in the speaking section