

Name: Junita Fleming	Date: 17/08/23	Level: Upper Intermediate	Number of students: 4
Topic: Idioms			
Main lesson focus (underline one): Grammar / <u>Vocabulary</u> / Pronunciation / Reading / Listening / Speaking / Writing			
Learner outcome(s): The students will be able to (mention task first, then “using”) ... Students will be able to show interest/concern and speak about how they’re feeling by using 5 different idioms.			
Vocabulary: - idiom (n) - breeze (n) - <u>awesome</u> (adj) - tough (adj) Phrases: - to feel <u>under</u> the weather - to take a <u>rain</u> check - to be on <u>cloud</u> nine - it’s a <u>breeze</u> - to be <u>snowed</u> under			
Materials: pictures, dialogue, match game, pieces of paper.			
Assumptions: For this lesson I assume the ss already know weather related vocabulary and some phrasal verbs.			
An anticipated problem: Some students may confuse idioms with expressions or make collocation errors. The lesson might prove to be too easy for the class level.			
My proposed solution: Use EDCB to clearly differentiate expressions from idioms, emphasizing the figurative aspect. Explain the specific word order/collocation for each idiom.			

What I intend to work on based on previous feedback: My teacher language and EDCB order

Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
Introduction and engage 3 mins	Where are you from and what is your favourite type of weather?	To warm up ss and get them comfortable with T and each other. To learn more about ss. To spark interest in the topic of the lesson.	S
Pre-teach vocabulary 7 mins	Elicit - Drill - CCQ - Board. idiom (n) breeze (n) <u>awesome</u> (adj) tough (adj)	So ss can understand the vocabulary in the presentation text and can use it later in practice activities.	S
Presentation of target language 15 mins	Introduce characters: What are their names? What do they do? How do they know each other? Give students a dialogue containing target language. T: <i>Individually, read the following conversation</i> Focus question on WB: <i>Who is having a good week?</i>	So ss get to see the grammar point in context which will help to understand how it is to be used later in production.	R S

	<p>2 minutes</p> <p>T: <i>In pairs take some time to discuss the text and answer the following questions.</i> 3 minutes</p> <p>T: <i>What are your answers? Where in the text confirms?</i></p> <p>FB as class.</p> <p><i>In pairs, underline all the sentences you believe are idioms.</i></p> <p>FB as class. Ask each ss to read one out.</p> <p>T writes “feeling under the weather” on B</p> <p>Drill sentence.</p> <p>CCQ <i>Do you think if I said “feeling over the weather” it would still make sense?</i></p> <p><i>Okay what’s the next one?</i></p> <p>T writes “it was a breeze” on WB</p> <p>Drill idiom</p> <p>CCQ: <i>Can I say my daughter was a breeze?</i></p> <p><i>No only something can be a breeze. A task, an action.</i></p> <p>T writes “on cloud nine” on WB</p> <p>Drill idiom CCQ not necessary.</p> <p>T writes “<u>take</u> a rain check” on WB</p> <p>Drill idiom</p> <p>CCQ. Can I give a rain check?</p> <p>You can only take a rain check not give it.</p>		
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	<p>T writes “snowed under <u>with</u>” on WB</p> <p>Drill idiom</p> <p>CCQ: Can you be snowed by someone?</p>		
<p>Practice 1</p> <p>5 mins</p>	<p><i>In pairs, match the idioms in this list to their corresponding definitions/meanings.</i></p> <p><i>You have 7 minutes.</i></p> <p>Get answers up on WB</p>	<p>To check that ss have understood the meaning of the target language and get some practice writing them down.</p>	W + S
<p>Practice 2</p> <p>8 mins</p>	<p>Each student gets a paper with an idiom containing a collocation error.</p> <p><i>Each of you will get a piece of paper with an incorrect sentence on it.</i></p> <p><i>In pairs, you must read out your sentence to your partner and they will correct it. Then switch.</i></p> <p><i>M: For example, student A says “It’s raining cows and pigeons today!” and student B replies “No, that’s not how you say it, you say «it’s raining cats and dogs””. Then student B continues with their sentence.</i></p> <p><i>You have 8 minutes</i></p>	<p>To check that ss have understood the collocation aspect of each idiom.</p>	S
<p>Production</p> <p>15 mins (FB included)</p>	<p>ROLE PLAY</p>	<p>To allow semi controlled production of conversation where students can use target language.</p>	S

	<p><i>You're meeting your friend to catch up. In pairs, you'll each get a piece of paper with some information about your character. Use the vocabulary that you've learned to discuss your current situation and what you've been up to lately.</i></p> <p>STUDENT A You are excited. Your sister is getting married and you're travelling to Italy for the wedding.</p> <p>STUDENT B You're having a terrible week. You have tickets to go see your favourite band but you just tested positive for Covid.</p> <p>Second scenario.</p> <p>STUDENT A You just moved to Toulouse and you lost your wallet in the metro.</p> <p>STUDENT B Your cat was sick for a long time but he is now happy and healthy.</p>		
<p>Filler 5 mins</p>	<p>Word association. Entire class A student gives a random word and the student next to them has to reply with a</p>	<p>To fill time in case lesson ends early.</p>	<p>S</p>

	word that relates to the previous one. Ex: cold/winter/January/New Year's Eve....		
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