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Mahnaz Vaezi

Grade 9 Lesson 1, Hashemiyeh Junior High School, District 3, Tabriz

An English Daily Lesson plan based on National Lesson Plan

Teacher's name: Mahnaz Vaezi		Grade : 9						
Lesson No. : Lesson 1 (Prospect 3)		Lesson Topic : Personality						
Date: Mehr 98		Session Time: 75 min						
Teaching points	Conversation and practices							
Main lesson Aims	<ul style="list-style-type: none"> - Knowing and identifying different personalities. - Helping students develop functional ability to ask or talk about other person's personality. 							
Partial Aims	<ul style="list-style-type: none"> - Activating their background knowledge and drawing their attention to the topic by using pictures, clips or asking some questions. - Providing students with language comprehensible input using CDs. - Presenting language function talking about personality. - Presenting and knowing the new vocabularies/ expressions related to theme "personality" - Knowing how to ask and answer or talk about each other's personalities. - Knowing the meaning of different personalities. 							
Behavioral and teaching objectives	At the end of the lesson expect the students:	Domains in Bloom's Taxonomy	Principles of national lesson plan (faith, intellection, knowledge, practice, Ethics)					
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">principles</td> <td style="width: 10%;">self</td> <td style="width: 10%;">God</td> <td style="width: 10%;">others</td> <td style="width: 10%;">Nature</td> </tr> </table>	principles	self	God	others	Nature
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	Activativate their background knowledge.	Cognitive	Knowledge intellection	×				
	Think about the topic and say some related words	Cognitive	Knowledge intellection	×				
	Think and talk about different types of personalities	Cognitive	Knowledge intellection	×	×			
	Listen and comprehend the listening material.	Cognitive	Knowledge intellection	×	×	×		
	Give right answers to the questions related to the conversation.	Cognitive	Knowledge intellection	×	×	×		
	Listen and repeat each turn in pairs or groups to learn the practice parts	Cognitive	Knowledge intellection	×	×	×		
Have positive view toward group activities.	Affective	Faith Ethics	×	×	×			
Believe that negative personalities are bad positive	Affective	Faith Ethics	×	×	×			

ones are good and respected and God likes them.							
Enjoy and interest to learn more new related words/ expressions	Affective	Faith Ethics	×				×
Enjoy and have positive view toward group work with other students	Affective	Faith Ethics	×		×		
Respect to classmates' rights in groups and class.	Affective	Ethics	×		×		
Ask and answer questions about other person's personalities.	Cognitive psychomotor	Knowledge intellection practice	×		×		

At the end of the lesson expect the students:	Domains in Bloom's Taxonomy	Principles of national lesson plan (faith, intellection, knowledge, practice, Ethics)				
		principles	self	God	others	Nature
Categorize and write positive and negative personalities on the board or piece of paper	Psychomotor cognitive	Knowledge intellection practice	×			×
Make the new conversation as a model they have had with their group members.	Psychomotor cognitive	Knowledge intellection practice	×		×	
Write a short paragraph and describing their friends or family members' personalities	Psychomotor cognitive	Knowledge intellection practice	×		×	×
Make flash cards or wall newspapers in groups.	Psychomotor	practice	×		×	×
Consult with each other and do worksheets in groups	Psychomotor Affective	Ethics practice	×		×	
Come to the front of the class and do role plays (produce their sentences)	Psychomotor	practice	×		×	

Target language items	Vocabularies: personality (shy, brave, neat, careful,) Expressions: - What's she/ he like? - He / she is funny. - Are you hared- working? - Yes, I am. - Let me check it in the dictionary.
Materials used	Text book- work book – CDs- Flash cards – aralias worksheets – video clips – songs- projector- oxford picture dictionary- chalkboard- (Slides of PowerPoint) Hand made flash cards or drawings.
Class arrangement and Model	- Divide the students in some groups. - Each group has a head and assistant. - They sit in I form. So they can consult with each other. - They selected some names for their groups. - The head of the group mark the members by asking questions.
Context (what you will do to motivate and engage	- Sing a shrouded clip, slides and song and ask them some questions for brain storming and to engage the students in learning process.

	At the end of the lesson expect the students:	Domains in Bloom's Taxonomy	Principles of national lesson plan (faith, intellection, knowledge, practice, Ethics)				
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students cognitively, affectively and socially)	- Show some pictures and draw a word map on the board to motivate then talking about different personalities. - Involving students in real conversational context in witch they will work in pairs or groups to talk about personalities.						
Entry Behavior (what the students already know about the topic)	The students might already have information regarding different types of personalities in their native language or may be they are families with some type of personalities like angry, kind,						
Assumptions ideas based on which the teacher choose the Methodology	Based on CLT: Presentation of authentic input, involving them in pair and group work and realizing different types of personalities and practice for fluency purposes and asking them to personalize functional language.						
The teaching methods or techniques	Using integrative and communicative method Group work, pair work, repetition, question and answer, Brain storm, Drawing word map, Role plays, discussion.						

Teacher- student roles during teaching and learning

Student Roles	Teacher Roles
<ul style="list-style-type: none"> - Watch the clips and share their ideas. - Listen to the audio CDs and try to answer the teacher's questions. - Consult with their classmates in groups and share their ideas about what they have learned. - Ask and answer from each other in group or pair work. - Find some new words in their dictionaries. - Practice the disabuse or practice parts in their groups. - Listen on and repeat each turn in practices. - The head of the group give some test or ask them some questions then give marks. - Do the Role plays in front of the class. - Do the home work and worksheets - Write a small paragraph about their friends or family members' personality - Make flash cards or wall papers. 	<ul style="list-style-type: none"> - Use a short video clip, songs, flash cards, pictures (slides) To draw their attention to the new lesson. - Write a topic on the board and discuss with a student about the topic. - Draw a word map. - Playing audio CDs, and ask questions about it. - Asking and answering some questions. Presenting the new lesson with its related vocabs and expressions. - Encourage and motivate the students or give positive feed backs like clapping, giving positive marks. - The teacher act as a facilitator and during the group work or pair word monitor and check them. - Try to help them to final the synonyms or opposite of some words. - Reviewing the teaching material - Ask them to do the worksheets and homework.

Predicted problems	<ul style="list-style-type: none"> - Some of the students maybe unable to participate in role plays or group a activities as they are shy. - We may face some electronically problems.
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Teaching procedures (conversation)

Pre-listening (primary activities)	<ul style="list-style-type: none"> - Showing video clips or some pictures to encourage the students - Activate their background knowledge, asking some questions. - Write the topic on the board and ask them to consult in their groups, do brain storms, they share their ideas, then the teacher draw a word map on the board and presenting new words. - Show slides or flash cards or say definitions to make them become familiar with related new words. - Show the picture of the conversation and ask them to predict what they are going to listen.
Listening	<ul style="list-style-type: none"> - Ask students to check if their predictions were correct. - Try to guess the meaning of words and relate what they hear to what they know. - Write some questions on the board and ask them to listen and find their answers. - Play CD and ask them for the first time close their books and listen

	<ul style="list-style-type: none"> - For the second time, they open their books while listening. - Replaying the audio and ask the students to check their predictions and answers.
Post- listening	<ul style="list-style-type: none"> - Ask them some comprehension questions such as: <ol style="list-style-type: none"> 1) Display questions like: <ul style="list-style-type: none"> - Is Reza clever? - Who helps Parham? - Is Reza helpful? 2) Inference questions like. <ul style="list-style-type: none"> - Does Reza help Parahm? 3) Opening gap questions like: <ul style="list-style-type: none"> - Is your friend kind? - Practice the conversation in pair or groups and ask each other's personality. (Use the conversation just as a modal) and try to make their own conversations. - Ask them to share their experience of listening. - They try to ask the teacher or classmates the meaning of the sentences they don't understand or they have problems in it.

Teaching procedure (practices)

	<ul style="list-style-type: none"> - Tell them they are going to learn different ways of talking about people's personality. - Let them to know the word personality and repeat it. - Play CD 2 or 3 times and ask them to repeat each turns. - Divide the class into 2 groups and they try to repeat the turn in groups or individually. - Tell them ask about each other's personality. - Role play in front of the class.
Evaluation and Review (summarize)	<p>The head of each group asks some questions from other members and give marks while they are practicing.</p> <ul style="list-style-type: none"> -They do the worksheets in their group. -Ask some questions about each other's personalities. -Do the role plays and mimes in front of the class. -Read the practice parts. -Show some pics and slides and ask them some questions. -Summerize what they have learned and write some important points on the board. -Review the lesson by asking some questions orally and ask them to produce their own sentences. -write a short paragraph about their friends or family members personality.
Assignment	<ul style="list-style-type: none"> Do the worksheets in groups and at home. -Do exercises of lesson one in their workbooks. -Find ten other personalities from their dictionaries. -Write a small paragraph in their notebooks and describe their friends or family members' personalities. -Try to make a new conversation use their own words and they can use the conversation as a model. -Ask them to listen to their CDs at home.
Extra activities	<ul style="list-style-type: none"> -make flashcards and wall newspapers or any other handmades -Do the extra exercises in their other workbook

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