Enjoy English Lesson plan (3) Giving & Asking for Directions

| Time | Procedure   | Activities    |                 |                 | Notes                                  |
|------|-------------|---------------|-----------------|-----------------|--|
|      |             | JTE           | AET             | Ss              |  |
| 10   | Greeting    | Distribute    | Distribute      | Listen and      | Vocab handout provides typical         |
|      | Vocab intro | Vocab         | Vocab           | repeat          | places in a setting (station,          |
|      |             | handout       | handout         |                 | restaurant, etc.) as well as direction |
|      |             |               | Pronounce       |                 | adjectives and verbs (turn left, on    |
|      |             |               | each vocab      |                 | your right side)                       |
|      |             |               | word on the     |                 |  |
|      |             |               | vocab sheet     |                 |  |
| 10   | Quick       | Gives the     | Chooses         | Raises hand     | Repeat until everyone sits down.       |
|      | response    | vocab word in | fastest student | when he/she     | Standing gets sleepy/uneasy students   |
|      | mini-quiz   | Japanese →    | to raise hand   | knows the       | to become alert, sharpens listening    |
|      |             |               |                 | word in         | as they see their peers sit down after |
|      |             |               |                 | English.        | getting the answers right.To use       |
|      |             |               |                 | Chosen S sits   | positive reinforcement, offer stickers |
|      |             |               |                 | down if he/she  | for the first 3 ss to get words right. |
|      |             |               |                 | gets it right   |  |
| 10   | Dialogue    | Distribute    | Distribute      | Listen to       | Ss follow along by pointing on the     |
|      | practice    | Map WS        | Map WS          | pronunciation,  | map as Ts explain directions           |
|      |             | Demonstrate   | Demonstrate     |                 | Practice in pairs                      |
|      |             | exercise I    | exercise I      |                 | Ss who practice in front of the class  |
|      |             | (example)     | (example)       |                 | earn a sticker                         |
| 9    | Fill in the | Walk around,  | Walk around,    | Fill in the     | Look out for errors in spelling or     |
|      | blanks      | help Ss       | help Ss         | blanks to       | pronunciation, calmly repeat the       |
|      |             |               |                 | complete the    | word in the right way.                 |
|      |             |               |                 | dialogues.      | Give examples of how to use proper     |
|      |             |               |                 |                 | intonation based on what students      |
|      |             |               |                 |                 | write.                                 |
| 9    | Pair work   | Walk around,  | Walk around,    | Practice asking | Using what ss just wrote, ss           |
|      |             | help Ss       | help Ss         | or giving       | practicing speaking by asking or       |
|      |             |               |                 | directions to   | giving directions to partners. Switch  |
|      |             |               |                 | partner         | roles.                                 |
| 2    | Valediction | Say goodbye   | Conclude        | Say goodbye     |  |
|      |             |               | what we did     |                 |  |
|      |             |               | today, say      |                 |  |
|      |             |               | goodbye         |                 |  |