

<b>Student teacher</b> : Virtual Dramatists	
<b>School / Class</b> : High School / 12/B	
<b>Instructor</b> : Tuncer CAN	
<b>Estimated time of lesson</b> : 45'	
<b>Number of students</b> : 20	
<b>Level of class</b> : Upper-intermediate	
<b>Overall objectives of the lesson:</b>	By the end of the term, -students will be able to express themselves fluently, accurately and appropriately in various situations such as; expressing ideas and feelings, giving detailed explanation about an experience...(emphasis is on fluency)
<b>Behavioural objectives of the lesson:</b>	By the end of the class, -students will be able to use wish clause in expressing ideas and feelings both in written and oral form both accurately and fluently, such as <i>I wish this was a nightmare, I wish I could make them believe me.</i>
<b>Teaching point:</b>	Expressing ideas and feelings using wish clause and previously learned items.
<b>Timetable fit:</b>	-In the previous lesson, students learned in what situations and how to use modals. -In this lesson, students will learn to express their ideas and feelings using modals and wish clause. -In the following lesson, students will learn to do creative writing using the materials that will be provided in this class.
<b>Assumptions:</b>	-Students will find the videos and texts, useful and appropriate. -Students may be reluctant to speak at first.
<b>Problem(s):</b>	-There might be a problem with the sound system of the class. -Students might not want to participate in the dialogue.
<b>Solution(s):</b>	-In order to make students speak, materials are prepared according to their interest. -If there is a problem with the sound system, spare speakers are brought. -Students will be chosen randomly from the list to perform the dialogue.
<b>Class profile:</b>	In general, students are eager to learn and participate.
<b>Materials /aids:</b>	-Videos
<b>Techniques used:</b>	-Whole class discussion -Pair-work -Recycle -Creative Writing -Brainstorming

Previous Lesson's Homework: Write 10 sentences about a situation that you would like to change but you can't.

ACTIVITY/ STEP	INTERACTION / TIMING	PROCEDURE	AIM(S)
<b>Motivation / warm-up</b>	(6'-8')  T-Ss S-T	<ul style="list-style-type: none"> <li>-Teacher comes to class and greets students</li> <li>-Teacher asks students how they are doing.</li> <li>-Teacher talks about his/her regrets she had in the morning. For example; <i>I wish I came earlier to the school so that I would find a parking place.</i></li> </ul>	<ul style="list-style-type: none"> <li>-To relax students</li> <li>-To create a friendly, stress-free atmosphere, so that students feel comfortable.</li> <li>-To make a friendly introduction to the lesson.</li> </ul>
<b>Pre-task</b>	(7'-9')  T-Ss Ss-T	<ul style="list-style-type: none"> <li>-Teacher reminds students of the previous week's homework.</li> <li>-Teacher then asks students to work in pairs.</li> <li>-Teacher asks each pair to work on their peer's homework to guess the cause of their regrets.</li> <li>-After the guessing activity, teacher asks for few volunteers to share their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Both to check if the homework is done and to activate students' background knowledge.</li> <li>-To let students participate in discussion</li> <li>-To create familiarity with the context.</li> </ul>

<p style="text-align: center;"><b>Task-cycle</b></p>	<p>(15'-20')</p> <p>T-S S-S T-S</p> <p>Pair work Whole Discussion</p>	<p>-Teacher gives clear instructions about the task.</p> <p>-Teacher shows students a video prepared beforehand. <u>(VIDEO HYPERLINK)</u></p> <p>-Working in pairs, students are asked to discuss and communicate their regrets about the events that took place on the video and share it to the classroom. For example; <i>I wish the man's family was more scrupulous to him.</i></p> <p>-The focus is on fluency however students are expected to be accurate as well.</p> <p>-In task cycle, teacher takes notes of the errors.</p>	<p>-To make the task understandable.</p> <p>-To observe how students use the target language.</p> <p>-To observe if there are fossilized errors.</p>
<p style="text-align: center;"><b>Language focus/Follow-up</b></p>	<p>(7'-10')</p> <p>T – Ss Ss-Ss</p>	<p>-Teacher writes the errors on the board to discuss them with the whole class.(if necessary)</p> <p>-As a part of language focus and follow up, students are asked to write a background story to the video they have just watched.</p> <p>-Although the focus is on oral communication, writing can also be seen as an outcome of this task.</p> <p>-Teacher gives checklist to students.</p>	<p>-So that it will not be a fossilized error.</p> <p>-to internalize the topic.</p> <p>-to give students opportunity to be creative.</p>

**Checklist:**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I can comprehend what my peer says.					
I can express my opinions clearly.					
I can use the required structures in their correct forms.					
I can get actively involved in the speaking process.					