

## DAILY LESSON PLAN

### INTRODUCTORY INFORMATION

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**Student Teachers** : Uğurcan Orhan, Merve Yağcı, Melike Kılık, Miray Çalık

**School / Class** : High School / 1<sup>nd</sup> grade

**Instructor** : Tuncer Can

**Estimated time of lesson:** 45'

**Number of students** : 20

**Level of class** : B1 Intermedite

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<b>Overall objectives of the lesson:</b>	At the end of the term, -Students will be able to use modal expressions in fluently, accurately and appropriately in various situations. (for example; invitation, offering, permission, request)
<b>Behavioral objectives of the lesson:</b>	At the end of the lesson -Students will be able to use polite requests while expressing themselves in different contexts.
<b>Teaching point:</b>	-Using polite requests for different purposes
<b>Timetable fit:</b>	In previous lesson -students learned to use imperatives in situations. In this lesson -Students will be asked to use polite requests in different situations. In the following lesson -Students will learn using other modal expressions.
<b>Assumptions:</b>	-Students may find the machinima interesting and motivating. -Students may have difficulties to find the appropriate words for different contexts.
<b>Problem(s):</b>	-There may be technical problems with the sound system. -Students may be reluctant to speak at first.
<b>Solution(s):</b>	-If there is a problem with the sound system, spare speakers are brought. -Teacher can help students to use appropriate words in the task cycle. -Teacher chooses students from the list to perform the dialogues.
<b>Class profile:</b>	Students are eager to learn.
<b>Materials /aids:</b>	-Text, video, handouts
<b>Techniques used:</b>	Pair work, Whole class discussion, Recycle, Role-play, Creative Writing

STAGES	INTERACTION / TIMING	PROCEDURE	AIM(S)
Motivation/Warm Up	(3-5')  T-Ss, Whole Class Discussion	<p>-Teacher comes to class and greets the students</p> <p>-Teacher gives the handouts. <a href="#">See the text</a></p> <p>-Teacher asks students to underline the imperative forms.</p> <p>-Teacher asks some anticipation questions about how to ask for something in formal situations.</p> <p>-Teacher asks in which contexts we use these kind of questions.</p>	<p>-To create stress free environment</p> <p>-To recycle the previously taught items</p> <p>-To introduce students to lesson's topic.</p>
Pre-task	(8-10)  T-Ss	<p>-Students watch the machnima which is about polite requests.</p> <p>-Teacher asks questions to students whether they realize the question forms for the requests.</p> <p>-Teacher writes some question forms from the machinima which identified by students and adds more questions.</p> <p>-Teacher asks students to write questions by using the context.</p> <p>-Teacher wants students to adapt those questions into informal situations.</p>	<p>-To activate students' world knowledge about the topic.</p> <p>-To get students to familiarize with the target structures</p> <p>-To practice polite request forms</p> <p>-To see the difference between polite and impolite requests</p>

<b>Task-cycle</b>	(15')  Pair work, T-Ss, Whole Class Discussion	<p>-Teacher asks students to work in pairs.</p> <p>-Teacher gives students some situations which they can practice the polite requests. <a href="#">See the situations</a></p> <p>-Teacher asks them to share their polite requests for the given situations.</p> <p>-Teacher takes note of errors.</p>	<p>-To make students communicate</p> <p>-To create real life situations for making use of polite requests.</p> <p>-To give feedback about their errors</p>
<b>Language focus</b>	(10) T-Ss St-St	<p>-Teacher focuses on errors that students made (if necessary) by asking other students' comments on the error.</p> <p>- The teacher asks students to work in pairs and write a dialogue by using polite requests for the given situations.</p>	<p>-to help students to overcome errors.</p> <p>-to give them the chance of creating something new.</p>

	1	2	3	4	5
-I can make requests both oral and written forms.					
-I can write a dialogue which is about making requests accurately and fluently.					
-I can realize the used request forms in different contexts.					
- I can work in pairs effectively to complete the task.					