

<b>Student teacher</b> : Deniz KİREMİT, Salih OKUMUŞ, Yılmaz CENGİZ, Farhat HOJANAZOW	
<b>School</b> : High School	
<b>Instructor</b> : Tuncer CAN	
<b>Estimated time of lesson:</b> 45'	
<b>Number of students:</b> 25	
<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. -students will be able to get and make use of intercultural awareness.
<b>Behavioural objectives of the lesson:</b>	By the end of the class, -students will be able to identify the differences and similarities in superstitions among the different cultures -students will be able to use accurately and fluently appropriate “if clause” structures. (emphasis is on fluency)
<b>Teaching point:</b>	Talking about superstitions in the different cultures with the help of “if clauses” structures
<b>Timetable fit:</b>	In the previous lesson, -students studied on “if conditionals” -students learned some useful chunks to express their ideas and feelings. (In my opinion..., I think..., I don't think..., All I know...)
<b>Assumptions:</b>	-Students will find the video and texts useful, interesting and funny. - SS may not be so willing to participate in the lesson.
<b>Problem(s):</b>	-There might be technical problems like internet connection or electricity cut. -Students might not want to work in the group.
<b>Solution(s):</b>	-To make the ss speak, T supports them with the extra materials. -If there is a problem with the internet connection, the materials are downloaded. -Students will be chosen according to their relationship to work in the group.
<b>Class profile:</b>	Ss are generally willing to participate in the lesson.
<b>Materials /aids:</b>	-Videos, texts, hand-outs.
<b>Techniques used:</b>	-Role-play -Group work -Recycle -Creative Writing -Whole class discussion -Brainstorming

ACTIVITY/ STEP	INTERACTION/ TIMING	PROCEDURE	AIM(S)
Motivation / warm-up	(6'-8')  T-Ss S-T	<p>-Teacher comes to class and greets students</p> <p>-T gives a <a href="#">reading passage</a> related to the grammar subject the ss learned in the previous lesson and wants ss to find the stressed structure in the passage</p> <p>-T asks some questions about the reading passage. <i>Why might I choose this text?</i> <i>Can you relate this text to the previous lesson?</i></p>	<p>-To create stress free environment</p> <p>-To activate students' previous knowledge about expressing ideas and feelings. (recycle)</p> <p>-To measure whether ss can set up a relation between the lessons or not.</p>
Pre-task	(7'-9')  T-Ss Ss-T	<p>- T asks some questions related to the superstitions to the ss. <i>What superstitions do you know in Turkish culture?</i> <i>Do you know any superstition in other cultures?</i> <i>Are you a superstitious person?</i></p> <p>-After discussing the questions, teacher shows the <a href="#">machinima</a> to students.</p> <p>-T gives some <a href="#">comprehension questions</a> to the ss about machinima.</p>	<p>-To activate ss' world knowledge about the topic.</p> <p>-To make the subject interesting via machinima</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><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>-Ss work in group five and each group is given a <a href="#">superstition</a> with its background information belonged to different cultures to prepare a conversation like the conversation on the machinima. In this conversation, every group member has a role.</p> <p>-The focus is on fluency but students are expected to be accurate as well.</p> <p>-On the report phase, groups are expected to present their conversation before the class. Ss choose the group which performs fluently and accurately the best.</p> <p>-T doesn't interrupt the ss but he/she takes notes of the errors to give them to the ss</p>	<p>-To make students communicate</p> <p>-To create real-life related situations to help students make use of specific chunks (I think, I don't think, In my opinion, etc.)</p> <p>-To develop ss' decision-making ability.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Language focus/Follow-up</b></p>	<p>(7'-10')</p> <p>T-Ss Ss-Ss</p>	<p>- T gives the errors to the ss and gives ss time to check their errors</p> <p>-As a follow-up activity, ss are shown or given some <a href="#">pictures</a> related to the other superstition in Turkey and ss are asked to set an "if clause" sentence such as "if you walk under a ladder you become dwarf".</p> <p>-After ss try, the correct ones are given to the ss.</p>	<p>-To let the ss have a chance to see their errors</p> <p>-To internalize the topic.</p>

## Checklist

	1	2	3	4	5
<b>-I can identify the differences and similarities in the superstition among the different cultures.</b>					
<b>-I can express my ideas and feelings. ( accurately and fluently)</b>					
<b>-I can work in groups effectively to complete the task.</b>					
<b>-I can understand the instructions clearly.</b>					
<b>-I can express myself without feeling any hesitation.</b>					