

Student Teacher:	Melodrama
School & Class:	HAYEF-3B
Instructor:	Tuncer Can
Date / Hour:	09.01.2015
Estimated Time of Lesson:	45'
Number of Students:	30
Language Level of Class:	9 th grades (pre-intermediate)
Overall Objectives of Lesson:	By the end of the term, Ss will be able to use should-shouldn't form fluently, accurately and appropriately.
Behavioral Objectives of Lesson:	By the end of the class Ss will be able to; -give advice accurately and fluently, -express and share their ideas
Teaching Point:	Talking about situations and events based on advice
Time Table Fit:	In previous lesson, Ss learnt "have to/has to" verbs and their usage. They are able to make sentence with it.
Assumption:	-Ss may find the video funny, appropriate and useful -Ss may be bored with speaking part
Problem:	-Ss may be reluctant to speak at first
Solution:	-In order to provide Ss to speak, materials are prepared according to their interest.
Class Profile:	In general Ss are eager to learn and participate in lesson
Materials / Aids:	video
Techniques Used:	Brainstorming, question-answer, whole class discussion

	INTERACTION/ TIMING	PROCEDURE	AIM(S)
Motivation/Warm-up	T-Ss Ss-T 5'-7'	T comes to class and greets ss. T asks SS if they have problems or not, and write the problems on the board.	-to relax Ss and T -to create friendly atmosphere because class should be free from stress. -to prepare ss to the activity
Main-Task Phase	T-Ss Ss-T 20'-25'	T gives clear instructions about what to do. Ss watch the video while watching stops the video and asks ss give advices by using 'should and shouldn't' according to the situations in the video.	-to check whether learners care lesson or not -to make Ss to get attention -to show the subject ss in real life situations
Post-Task Phase	T-Ss 10'-13'	T asks ss advices for solving the problems that she writes in motivation part. T chooses ss randomly.	-to internalize the topic -to give Ss opportunity to be creative

Checklist

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
I can easily understand the instructions.					
I can use grammatical items accurately while speaking.					
I can express myself without feeling under pressure.					

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