

<b>Student teacher</b> : Hasan Sever, Ahmed Demirata, Burak Tekin, Yıldırım Emre Seyrekel, Hande Ersoy	
<b>School / Class</b> : Anatolian High School	
<b>Instructor</b> : Tuncer Can	
<b>Estimated time of lesson</b> : 45'	
<b>Number of students</b> : 24	
<b>Level of class</b> : B1	
<b>Overall objectives of the lesson:</b>	By the end of the term, -students will be able to express themselves fluently and accurately using daily expressions and structures with which they can talk about their problems, feelings etc.
<b>Behavioural objectives of the lesson:</b>	By the end of the class, -students will be able to identify the context where the daily expressions are used -students will be able to express themselves in a situation where they have a unreal situations or assumptions using dialogues
<b>Teaching point:</b>	Using assumptions and unreal situations in a dialogue.
<b>Timetable fit:</b>	In the previous lessons, -students learned some daily expressions such as some adjectives, adverbs and idioms, In the previous lesson, -students were able to identify and understand clearly unreal situations and assumptions  The task will take one class hour.
<b>Assumptions:</b>	It's expected that -Students are aware of the structures to use for assumptions and unreal situations -Students will have a clear content with the video given -Students will know the structures for assumptions and unreal situations (I assume, I think, If... etc.) since they already learned about the structure in the previous lesson and got exposed with the video -Students will get familiar with the structure of dialogues with the video they watch -They will try to use their knowledge (such as idioms or phrases) to be more impressive when writing the dialogue -Students will be asked to adjust their dialogue to either video or their style in which they can use different types of idiom or phrases, which will change the tone of the dialogue (such as more formal or more tense etc.)

<i>Problem(s):</i>	-The projector or sound system may not work. -The task maybe too challenging for the students.
<i>Solution(s):</i>	-The whole system is tested beforehand and if the electricity goes out, they will have the script of the dialogues and the summary of the story in the video. -They will write a sample dialogue with teacher with the participation of the whole class.
<i>Materials /aids:</i>	-Video -Script of the video
<i>Techniques used:</i>	-Whole class discussion -Pair work -Brainstorming

<b>ACTIVITY/ STEP</b>	<b>INTERACTION / TIMING</b>	<b>PROCEDURE</b>	<b>AIM(S)</b>
<b>Motivation / warm-up</b>	(10')  T-Ss S-T Ss-Ss	-Teacher comes to the class and greets the students -Teacher gives two situations and asks students questions such as “imagine these two situations” to make them remember the conditionals and wants them to think about what could happen afterwards. -They watch the video and share their opinion about the video. In the meantime it’s up to the teacher to use the conditionals or not in order to ask opinions of the students. -After watching the video, the teacher may give script of a few dialogues from the video to students as a handout. -The teacher also briefly points out the dialogues and how they are formed. If students can’t figure out a good way of forming a dialogue, then she gives examples from the video, daily routines, movies or books.	-to remind the students of the structure of the conditionals and language awareness in terms of contexts where the structure could be used  -to make students familiar with the dialogues  -to give students an input to carry out the task later

<p style="text-align: center;"><b>Pre-task</b></p>	<p>(10')</p> <p>Ss-Ss S-S T-Ss Ss-T</p>	<ul style="list-style-type: none"> <li>-The teacher asks students to make groups of from two to four. They will discuss the movie and how it could alternatively end or what could possibly happen a few years later.</li> <li>-They will take notes on alternative endings.</li> <li>-The teacher may tell his opinion about how the video could have ended in order to make the students more comfortable and even inspire them for a better speaking activity.</li> <li>-The teacher checks whether they have any problems with imagining and if there is, then she makes the discussion the whole class activity so that they can all participate. When they have the good amount of input, they are to regroup again.</li> <li>-The teacher goes on with the task cycles when she sees that they are ready for the task.</li> </ul>	<p>-to help students be more creative and ready for the task.</p>
--	---	--	---

<b>Task-cycle</b>	<p>(20')</p> <p>T-S S-S T-S</p> <p>Pair work Group work</p>	<p>-Teacher gives students the instructions. They are to make a dialogue out of the notes they have taken with the groups they already formed. Then they will share their dialogue with another group. Task could be told as “writing the next scene of the video” so that they can internalize the task and make it more real life context.</p> <p>-Teacher wanders around the classroom to make sure that they need no help to carry out the task and helps them keep silence that way. She may also help them during the process in terms of anything they want to add, but can't help because of lack of knowledge.</p> <p>-Teacher take notes of what they have difficulty with and also will take notes of their mistakes after reading the dialogues. She's supposed to read the dialogues when wandering around the classroom.</p>	<p>-to help students create an impressive dialogue, which will be also good for their communicative skills.</p> <p>-to make the students use assumptions and predictions in sentences in a context</p>
-------------------	---	--	--

<p style="text-align: center;">Language focus/Follow-up</p>	<p>(5')</p> <p>Ss-Ss T-Ss</p>	<p>-Language focus is done with the speaking activity that they will have when exchanging the dialogues. They can see their mistakes and a different way of thinking about how the video could end. They will also see how the others wrote and see if there's anything they think that is better than their dialogue.</p> <p>-After the teacher takes notes of the mistakes and improvements on the dialogues writes a perfect dialogue on the board with the whole class asking their opinions. In this case, the dialogue is between the lovers who talk about their past when the boy lost the ring.</p> <p>-The teacher seeks for the creative phrases and impressive way of using assumptions such as the structure of conditionals. This way he points out the structures of the conditionals and characteristics of the dialogues.</p>	<p>-to help students correct their mistakes and improve writing a dialogue and using assumptions.</p>
---	-----------------------------------	--	---