



EFL Collective

Mr. EL HANAFI

Date:
Level: Pre-intermediate/Intermediate
Materials: Textbook, white board, dictionaries, handouts & PPT presentation
Sources: Gateway to English 2 and New Headway Intermediate Student's Book (pp 106-107)
Time allotted: 1h50mins.

Unit: II- Cultural Values & Issues
Focus: Writing (sub skills: listen/read/speak.)
Language skills: Grammar

Learning Objectives (WALT):	Assessment Criteria (WILF):
Students will be able to: 1. write cohesive anecdotes; 2. read for specific information and strategies; 3. use the past of regular and irregular verbs in context.	The learning objectives are met if students: A. can use some linking devices appropriately; B. can skim through a text and answer comprehension questions; C. can provide correct forms of regular and irregular verbs.

Stages	Timing	Procedure	Comments	W.Mode
Pre-writing				
Warm-up Review	01 min 05 mins	<ul style="list-style-type: none"> ★ Greeting students & checking on them; ★ Students review the past simple of both regular and irregular verbs through a "chain" game "let's tell a story." 	The Tr kicks off an outlandish story, then by throwing a ball to each other, Ss randomly take turns to weave a plot for it.	T-Ss
Lead-in	4 mins	<ul style="list-style-type: none"> ★ The Tr announces the main objective of the lesson: "Today, you're going to write about and tell your anecdotes" ★ The teacher checks if Ss know what an anecdote means. If they don't, he explains it through a slide from a PPT presentation. 		Ss-Ss
Listening	5 mins	<ul style="list-style-type: none"> ★ SS listen attentively to the Tr's real anecdote, then answer two focus questions: <ul style="list-style-type: none"> • Why did I lie to the Quran tutor (Fqih)? • Is my anecdote an accident, mishap or funny incident? Why? ★ While telling his anecdote, the Tr uses some visual aids (in slides) to illustrate some vocabulary items; ★ The Ss answer the focus questions orally, whereupon they discuss the anecdote (how they find it). 		T-Ss
Reading	15 mins 5 mins	<ul style="list-style-type: none"> ★ In a handout, Ss read the Tr's anecdote to fill in a chart; ★ Ss compare their answers; ★ Suggested answers are copied down on the board; ★ Ss do exercise 2 page 106 (New Headway Coursebook); ★ Whole-class correction. Correction is copied down on the board. 	SS can take notes while listening	Ss-Ss S-S
While writing				
First draft	20 mins	<ul style="list-style-type: none"> ★ With the help of the handout and the previous exercise on linking words, Ss embark on writing their anecdotes, following some heuristic notes: <ul style="list-style-type: none"> • Mention if your anecdote is an accident, mishap or a funny incident? (One day, I was terribly hurt. / I laughed that I shed tears/....) • When and where was that? • Who was there with you? • What happened? What happened later? • Did you learn any lesson from that? ★ Making recourse to the writing code table posted on the classroom wall, students exchange their anecdotes for editing, checking if: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> the verbs are the past; <input checked="" type="checkbox"/> the linking words are correct and are used appropriately; <input checked="" type="checkbox"/> there is correct punctuation and spelling; <input checked="" type="checkbox"/> the flow of the narration is smooth; 	The anecdote can be real, or imaginative in case the Ss cannot recall any incident in this regard.	Indiv.
Peer editing	10 mins	<ul style="list-style-type: none"> ★ The Tr opens conferences for Ss in groups of 4 to discuss editing issues they cannot settle in peer editing; 		Pair work
"Final draft"	15 min 5 mins	<ul style="list-style-type: none"> ★ Ss finalize their pieces of writing. 		Indiv
Post-writing				
Reflec-tion	5 mins 15 mins 5 mins	<ul style="list-style-type: none"> ★ With their partners, Ss rehearse their anecdotes; ★ Ss tell their respective anecdotes before the class; ★ Ss reflect on this writing experience and express gratitude; ★ Golden lines from the moral lessons of Ss's anecdotes are posted up on the classroom magazine 	Ss submit their anecdote for further feedback.	S-S S-Ss Ss-Ss