

Lesson plan

Topic of the Unit Plan: Idioms

Duration: 60 minutes

Teaching strategies: Cooperative learning (Student Teams-Achievement Division & Revised Jigsaw), Motivation in Learning & Teaching, and Evaluation of Teaching

Basic Information

Teacher: Tian Jingxuan, Luo Xinyi

Date: 03-02-2018

Time of Lesson: 60 minutes

About the lesson

Topic: Idioms

Subject: English

Level: Secondary school students 1C (28 students)

Context: This class is going to learn some idioms and how to use them to make sentences in daily communication.

Prior knowledge:

Students are able to

1. Know some everyday words
2. make sentences using simple and everyday words
3. use common words to make a dialogue about daily life topics

Teaching objectives:

Upon completion of the lesson, students are able to

1. distinguish idioms from normal phrases
2. explain the meanings of the idioms that are taught in class
3. make sentences using idioms
4. use idioms to communicate in daily life
- 5.

Teaching resources:

Warm up: ppt about definitions and features

Introduction: ppt , classwork sheets

Comprehension: ppt, drawing paper

Practice: ppt, sentences, red & green cards

Simple Situational Dialogue Design: ppt

Outcomes to be shared:

1. All students can grow interest on English idioms.
2. Most students can identify the nature and function of the given idioms.
3. Students can get 80% right answers in the quiz.
4. Students can create a dialogue with 3-4 simple sentences.

Stage	Objectives	Content	Resources	Time	Assessment
Warm up	Warm up and introduce the definition of idioms as well as the features of idioms Distinguish idioms from normal phrases	1. The teacher tells students the definition of idioms (<i>An idiom is a group of words which have a different meaning when used together from the one they would have if you took the meaning of each word separately</i>). 2. After that, the teacher shows students features of idioms (01 Fixed 02 Recognized by native speakers 03 Widely used and 04 The area of language closest to culture), explains each features to them. 3. Then, the teacher will ask some concept	ppt about definitions and features	3 minutes	Students' responses to teacher's questions

		checking questions (1. Can we make idioms by ourselves? 2. Can we translate idioms word by word?).			
Introduction	<p>Test whether students understand the definition and the features of idioms</p> <p>Lead the idioms that will be taught in</p> <p>Distinguish idioms from normal phrases</p> <p>Generate students' interests in today's topic</p>	<p>1. Students are divided into 9 groups (3 students per group and each group has one high achieved student and one low achieved student).</p> <p>2. Each group is given three small passages. Each passage has four to five sentences and two idioms. (High achieved students will have passage A to set good examples in group work.)</p> <p><i>A: Peter and Tom are good friends. They hit it off when they first met and became good friends soon. They fought like cat and dog yesterday after class because both of them wanted to hold the cute dog they met.</i></p> <p><i>B: Peter has a well-paid job. He has deep pockets, so he can buy things that cost an arm and a leg. However, Peter saves his money to help people in need.</i></p> <p><i>C: It rained cats and dogs yesterday. It was the first time for my puppy to walk in the rain. He</i></p>	ppt , classwork sheets	8 minutes	<p>Students' answers</p> <p>Students' performances in discussion</p>

		<p><i>loves rainy day. He felt on top of the world chasing rain drops for a whole afternoon.</i></p> <p>3. Students then read the passage aloud and find the two idioms in each passage and share them with group members one by one.</p> <p>4. The teacher firstly reveals the answers by highlighting the idioms in each passage.</p> <p>5. The teacher then shows students a short video about one embarrassing situation when the speaker cannot understand the meaning of an idiom.</p>			
Comprehension	<p>Explain the meanings of the idioms that are taught in class</p> <p>Learn idioms by heart</p>	<p>1. Each group is asked to draw a picture together to explain the literal meaning of one idiom. (<i>E.G. the idiom "have deep pockets", students will draw a picture based on the word-to-word translation.</i>)</p> <p>2. The teacher shares some students' paintings to the whole class.</p> <p>3. The teacher then presents the intended meanings of idioms in mentioned three passages to the whole class.</p>	ppt, drawing paper	18 minutes	Students' paintings

<p>Practice</p>	<p>Make sentences using idioms</p> <p>Use idioms to communicate in daily life</p>	<p>(1). Matching Game Competition (group)</p> <p>1. The teacher prepares some sentences which are divided into several parts.</p> <p>2. Students combine them together with their group members. The group spends the least time wins.</p> <p><i>Sitting in the classroom for a whole day is a pain in the neck.</i></p> <p><i>I'm full of beans after a good sleep.</i></p> <p><i>My uncle is a successful businessman and he has deep pockets.</i></p> <p><i>My parents bought me a PSP, so I felt on top of the world.</i></p> <p>(2). Red & Green Quiz Competition (individual)</p> <p>1) The teacher has to prepare red and green cards in advance and some sentences (right and wrong) on the PPT. (E.G. 1. Does the phrase 'cost an arm and a leg' means using an arm and a leg to buy something? 2. Uncle Wang is running a big company and he has deep pockets. 3. 'I'm feeling on top of the</p>	<p>ppt, sentences, red & green cards</p>	<p>14 minutes</p>	<p>Students' responses to paraphrases (whether their responses are quick and correct or not)</p> <p>Students' performances in activities</p> <p>Students' responses in the activity (accuracy rate and reaction rate)</p>
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		<p><i>world.' means 'I'm very happy.'</i> 4. We can know the meaning of idioms by translating word by word. 5. The phrase 'cost an arm and a leg' means 'expensive'. 6. The sentence 'Peter has deep pockets.' means that 'Peter is rich.'. 7. Does the phrase 'get on top of me' means that there is something on my head? 8. The sentence 'After playing basketball, I am full of bean.' is correct.)</p> <p>2) During the test, the teacher keeps an eye on the idioms that students make mistakes or they are not sure.</p> <p>3) The teacher gives a sentence. If the students feel the sentence is right, put the green card up, but if they feel it's wrong, put the red card up (answer questions quickly).</p> <p>4) The student who gets the most right answers wins and gets a prize.</p> <p>5) After the game, teacher shares common mistakes to the class and correct those wrong sentences in the activities.</p> <p>(3) The teacher tells students 3 rules to understand new idioms (tone and mood, body</p>			
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		language, deducing from the context). (4) Then, the teacher tells students what to do when they come across new idioms.			
Simple Situational Dialogue Design (group)	<p>Make sentences using idioms</p> <p>Use idioms to paraphrase the common words that students always use in the IELTS speaking test</p> <p>Use idioms to answer the questions in IELTS speaking test correctly</p>	<ol style="list-style-type: none"> 1. Student As, Bs, and Cs are given three different topics by the teacher (i.e. shopping, weekends and hobby respectively). 2. Two teachers create a dialog as an example. 3. Students have 5 minutes to write a dialogue by themselves. 4. After preparing for 5 minutes, two student As constitute an expert group and discuss their topic (i.e. shopping) with each other. Meanwhile, student Bs and Cs are asked to form expert groups like student As. 5. Students are given 2 minutes to share their dialogues in the expert groups and polish their own dialogues through discussion. 6. Then, students are asked to return their original groups and share their new dialogues with their team mates. 7. 3 groups are asked to perform the 	ppt	10 minutes	Students' dialogues

		dialogues in public. Other groups can check whether idioms are used correctly.			
Survey		Students are given a questionnaire including questions about students' motivation, learning interests, opinions of high achieved students in cooperative learning, feelings about peer assistant and peer-evaluation, and views on cooperative learning.	questionnaire	7 minutes	