

Name [REDACTED]	Date 8th June, 2023 (6th period)	Grade 2nd grade (high school)	Length 50 min	Lesson 3, Section 3 Communication English II
Materials My Way English Communication II (pp.42~43) Digital Textbook, Kotomana Worksheets		Timetable Fit Followed by section 2 with some comprehension activities.		
Main Aim By the end of the lesson, students will have practiced the meaning, form, and pronunciation of the article in the context of living with nature.				
Subsidiary Aim To give some gist and scan reading practice in the context of African elephants.				
Personal Aims To minimize TTT (Teacher's Talking Time) To give clear instructions To elicit ideas from students To nominate individuals To give purpose		Assumptions Since students are expected to have prepared Section 3 vocabulary in advance, so will be able to elicit the meaning of these words. Some students know grammar (past perfect continuous) so will be able to elicit this.		
Anticipated problems with language Differences between 19 and 90 when pronounce Ss do not know how to pronounce 1980s Grammar Differences between past continuous and past perfect continuous		Anticipated solutions Drilling practice Ss do activity focusing on form and meaning, use timeline illustration		

Pronunciation
 clouds (o sound ->a)
 horizon (zon sound->zn)
 ivory (i sound->ai)

Stage name	Stage Aims Why?	Timing		Procedure
Lead-in Activation	To generate interests and set the context for the next activity	1 min 2 min	S↔S T↔Ss	Discussion in pairs->"What do you think we can do to protect animals in Africa?" (groups) OCFB(Open Class Feedback)
Meaning clarification	To check the vocabulary (meaning)	5 min 2 min	T↔S Ss	P42 Check the meaning of vocab by nominating individuals Pronunciation model and drill in open class (audio, hot correction)
Pronunciation clarification	To check and practice pronunciation	7 min 2min	T↔Ss Ss	Listen to the article focusing on pronunciation ↳ check the pronunciation points in open class Practice pronunciation by shadowing using the audio from the textbook
Gist and scan reading	To review and practice gist reading and scan reading	4 min	T↔Ss	Fill in a the blanks on a worksheet to review the content of the textbook ↳ OCFB
Grammar				

and structure	To look at grammar and language use	15 min	T↔Ss	Nominate individuals and let them read each sentence, while focusing on grammar and language structure. Elicit some highlighted parts from students.
Activation and reading exercise	To be more familiarized the article	2 min	S↔S	Play rock-paper-scissors in pairs and decide whether to read the odd-numbered sentences or the even-numbered sentences from the workbook. Perform oral reading. If they can read within 80 seconds, write their name on their partner's workbook.
		2 min	T↔Ss	Another reading activity. Some words are hidden. Check the hidden words in OC.
		2min	S↔S	Play rock-paper-scissors in pairs to decide whether to read the first half or the second half, and then read it alone for 40 seconds. If they can read it within the time limit, ask their partner to write their name.