

Name:	WA 3	Date:	Tutor:
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*Aims***Communicative Aim**

By the end of the lesson, learners will be better able to describe habits, be they good or bad.

Skill(s) Aim

By the end of the lesson, learners will have developed their reading and receptive skills and should become better readers when it comes to the theme of habit. They will also develop their speaking sub skill of speaking for gist in the context of finding new challenges and set goals when they will have to add or subtract things in their lives.

Language Aim

By the end of this introduction, learners will have been exposed to and developed the use/ given practice of phrasal verbs as well as idiomatic language around the theme of habit.

Materials

Own material

Previous strengths

- Active, dynamic and enthusiastic group of students eager to learn and share
- Good elicitation
- Some good checking of instructions
- Logically staged
- Clear stage aims
- Supportive detail
- Realistic timing
- Clear and logical plan with very good detail

Previous Areas to Develop

- Less control of the board

Classroom Management – Anticipated Problems and their Solutions

- This group is quite involved in the lesson(s) and may sometimes overstep the mark. T must not lose control of his students and use this overflow of energy to improve STT

Fill in the gaps with the following words:

- | | | | |
|------------------|------------------------------|------------------|-----------------|
| ● stuck in a rut | ● to follow in her footsteps | ● flying by | ● desk-dwelling |
| ● a nerd | ● end up | ● to figure out | ● from scratch |
| | ● to stick | ● give it a shot | |

● After losing his job, Bertrand was _____ because he couldn't find a job and didn't want to go back to school.

● My mother told us never _____, that we should always try to do better.

● It's already Sunday! Time is _____.

● People spend so much time sitting at their desks in their offices, it's like their second home. They are _____.

● If you're "computer-illiterate" you can easily take your computer to a _____ so he can solve your problem and explain how to do things.

● If you don't know what you want, you might _____ getting something you don't want.

● To be most effective, you must first _____ what you need.

● Over these three years, an entirely new institution was built _____.

● I learned that when I made small changes, they were more likely _____.

● I know the exam is really hard, but if I don't try, I'll never know if I have what it takes to pass it, so I've decided _____.