**Lesson Plan- Multiliteracies Project**

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**Subject:** English

**Grade:** Chinese Secondary School Students, Grade7-9

**Date:** March 21, 2017

**Duration:** 75mins

**Lesson Topic:** Proper usage of idioms in oral English

**An Overview of the lesson:**

Introducing four examples of common English idioms to help students understand how to use English idioms in appropriate communication contexts, preventing from making awkward situations in actual life.

**Curriculum Expectations:**

English idioms are phrases with meanings that are different from the actual words, and it is commonly used by native speakers in daily communications. Through classroom activities, it has been established that the majority of students share existing knowledge and are able to accurately understand the proper usage of English idioms.

**Specific Expectations:**

* The students should be able to understand the meanings of four idioms: nail it, get up with chicken, chip on your shoulder, we have chemistry.
* They should be able to use those idioms in English communication contexts.
* They should be able to learn and understand new English idioms by sharing with classmates.
* They should be able to accumulate new English idioms in a correct way by themselves.

**By the end of the lesson students should/will be able to:**

* Realize the importance of English idioms in spoken English.
* Use idioms in appropriate contexts.
* Understand the correct meaning of idioms when communicate with native speakers
* Be equipped with the ability to connect and compare the similarities and differences between Chinese and Western idioms under different cultural contexts.

**Learning/Teaching Materials and Resources:**

* Multiliteracies Pedagogy Video
* Flash Cards
* Cards with marked idioms in English sentences
* Computer
* Projector & Screen
* Realia: Toy chicken, clock, test tube, potato chips, drill, bread, soda powder, vinegar
* Handouts of learning idiom strategies
* Handouts of matching exercise
* Exercise answer sheets

**Lesson Sequence:**

**-Introductory Activity:**

A guessing game to arouse students’ interest toward English idioms, following by a teaching video to explain the meaning and the application of these idioms in real dialogues.

**-Development Strategies:**

**Activity 1:**

* Review the four English idioms by showing cards with marked idioms in English sentences.
* Divide students into groups of two, have them create dialogues using the four idioms.
* Make sure students grasp the correct meaning and usage of the four idioms in communications.

**Activity 2:**

* Have students share their existing knowledge of English idioms by speaking out in front of the class.
* Encourage students to express their opinions if they have different understandings.
* Teacher gives the accurate meanings of idioms that students shared, and have students make sentences.

**Activity 3:**

* Teach strategies of how to explore the meaning when encounter new idiom expressions.
* Hand out matching exercise with four new idioms and their meanings by using these strategies.
* Make students share answers with partners and stir up discussion.
* Give answer sheet to students and analyze the strategies application.

-**Strategies for Learning English Idioms:**

* Some idioms actually represent an action that you might do in the circumstances or situation that the idiom is referring to. Example: students are able to understand the expression **“to put your feet up”** literally by doing the action putting feet up.
* Other idioms can be translated (more or less) because a similar idiom exists in another language. For example, **“rob Peter to pay Paul”** exist in Chinese idiom as “拆东墙补西墙” (to dismantle east wall to mend west wall). Although, instead of using names, 拆东墙补西墙 changes the objects “Peter and Paul” to walls, but they have the same meaning.
* Sometimes, you just need to visualize the idiom. See what picture it brings to mind and this may also help you guess the meaning. Example: everyone at the party seemed to be either really good friends or related, but I didn’t know anyone there. I really felt like **“a fish out of water”**.
* Another important strategy is to look at the context. What are the people talking about? What’s being discussed? What’s the topic of conversation? Once you know that, you’ll find it easier to work out the meaning of the idiom. Also, pay careful attention to the co-text (the words around the idiom). Example: “The exam wasn’t as hard as they said it was going to be. In fact, I’d say it was **a piece of cake**.”

**-On-Going Assessment/Evaluation:**

* Conduct groups discussions to evaluate knowledge of the lesson.
* Roam the class verifying that students are staying on task.
* At the end of the class, conduct communication games to evaluate the teaching results.

**-Follow-Up Activities/Ideas or Next Steps:**

* Keep an ‘Idioms’ diary. Every time students hear an idiom or read one, write it down but then make sure that they can look it up at home in a dictionary (English dictionary for learners) and to write it in a sentence.
* For 7 days in a row, try to make sentences with every one of these 7 idioms once a day. Force students to use them as much as possible whenever they have to speak in English.

**Beyond the Lesson**

* By learning this lesson, students will get a clear sense of English idioms, being equipped with the ability to understand and applying idioms by using strategies they have learnt in class.