Lesson 5
Visiting Friend

Team Member:
Shu Zhang
Gulizada
Donghui Li
Why don’t we use this textbook?
Isolated language forms
Top-down
Focusing on forms
No authenticity
Goal of teaching

Failed
How to adapt this unit to TBLT

Cognitive Process
老师带来新朋友

1. Take a closer look at teacher’s friend

2. List some interesting details about him (Book, Outfit, school bag, coca cola, photo etc.)

3. Mind map

4. 是/不是 喜欢/不喜欢 有/没有 一瓶/一杯
Task 2

1. Take a review of the mind map

2. List three questions you want to confirm and explain why these questions.

3. Ask questions

4. Get answers and rationalize your prediction, made a brief conclusion in front of the class

5. Give each student a text about the new friend (full of mistakes made by these students)

6. Focusing on forms.
1. Take a review about the information we’ve got so far about this new friend.

2. Listen to a brief introduction made by this new friend and write down it. (give students the original copy later)

3. Show three pictures of this new friend, ask students to match the information with the listening text.

4. What the new information for you, tell your classmates.
Task 4

1. After all the information you got, will he be your potential good friend?

2. Ask each student to list three facts about the new friend to support their ideas.

3. These three facts decide which aspect of a person you care most.

4. List grammar points we’ve covered so far.

5. Ask students to naturally ask your classmates questions you care most in Step 3 and get to know them better.

6. Try to cover as many as possible of these grammar points. The teacher will notice which grammar points is less used.
But
Why do we design the class in this way?
Goal of Teaching

Natural Learners’ needs

Input Output outcome
Our advantages

Make it right in the end
Refine the task
Prime stage
Optimize INFO
Any Questions?
Thank you