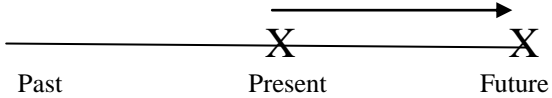


Language Analysis - Grammar

Language-based

lessons (form, concept, phonology) This page is ONLY for language focused lessons (i.e. grammar or functional language). Vocabulary focus should go on the separate sheet.

<p>FORM</p>	<p>What is the language point?</p> <p>Future Time clauses: as soon as, if, when As soon as I finish my homework, I will watch T.v If he gets up early, he will catch the bus When mum gets home, she will bake a pan cake. I am going straight home as soon as the lesson finishes.</p> <hr/> <p>What context will you use to elicit the language from sts? Be specific and include the context and eliciting question I will tell the Ss about my plans for future. All these actions related to my life after passing the CELTA course. I will elicit the meaning and structure from the Ss through explaining the differences that future time clauses have (immediate, possible, and certain actions).</p> <hr/> <p>Form Analysis As soon as If When } + Present Simple (main clause), Future Simple (subordinate clause). Or Future Simple (subordinate clause) + as soon as If when } + Present Simple</p> 
<p>CONCEPT / MEANING</p>	<p>Concept: We use the future time clauses to pair the main (present simple) with the subordinate one (future simple) where the future clauses should proceed the present simple.</p> <hr/> <p>Concept Checking Questions or other Technique You'll Use to Check Meaning When I have a good job, I will buy a new car. Do I have a car? Yes Is it new or old? Old Will I buy a new T.V or a new car? A new car</p>
<p>ANTICIPATED PROBLEMS & SOLUTIONS</p> <p>PHONOLOGY</p>	<p>Problem: Many students may not know how the pronunciation of 'as' and 'as soon as' varies when pronounced solely and in a combination of words. 'as /əz/, 'as soon as' /əz su:n əz/ Solution: I will first pronounce the conjuncture and let the students drill them individually and chorally. Problem: Ss may not know that these conjunctures should be louder and higher in density when they joined to sentences. Solution: I will drill and model the rhyming of these conjunctures.</p>
<p>MEANING</p>	<p>Problem: Many Ss may not know the structure of the future time clauses as they combine two tenses in the same time to refer to a possible, a point in time, and an immediate action. Solution 1: I will first elicit answers from the students and then support them with practice to grasp the meaning and structure. Problem: Some Ss might confuse the meaning of 'as soon as' with 'when'. Solution: I will first elicit answers and support Ss with examples extracted from the textbook to clarify the difference. Problem: Many Ss may misunderstand the use of 'going to' as a present continuous not as future tense. Solution: I will clarify the meaning of 'going to' through examples that refer to the near future.</p>

Language Analysis - Grammar

FORM	<p>Problem: Many Ss may not know the formulation of the future time clause. Solution: I will draw a timeline and display the place of these conjunctures.</p> <p>Problem: Some Ss may not know the correct grammatical structure of the future time clauses Solution: I will provide the Ss with a HO which contains ungrammatically structured sentences to promote the Ss's awareness of the correct structure.</p>
Reference Materials Used	<p>http://www.oxforddictionaries.com/definition</p>