

Description

In this lesson, the students are going to review the use of present simple tense/ verb to 'be' with personal pronouns /affirmative. The lesson will start with picture show to present the context of jobs. This will be followed by highlighting and clarification to the grammatical aspect involved and 2 controlled practice to reinforce the use of the target language. The last part of the lesson will be dedicated to practicing speaking for accuracy.

Main Aims

- To review the use of present simple tense - verb to "be" with personal pronouns in the context of jobs.

Subsidiary Aims

- To provide speaking for accuracy practice in the context of jobs

Background

Class Profile

The students in this beginner class are comprised of about 20 adults, aged from 20-55 (males and females) with different aims for attending the English class in ITI. Students in this class are generally eager to participate and communicate with the teachers and partners to meet their objectives and learn more about new lexis and grammar. Students in this class are mostly visuals and kinesthetic.

Assumptions

I assume the Ss will find the lesson interesting and motivating since they are going to review the use present simple. I assume the lesson will also beneficial to the Ss since they will learn some new lexis related to jobs which is very close their real life experience.

Personal Aims

To set appropriate classroom setting

To put the students in well defined groups with clear language

Timetable Fit

In the previous lesson, the students discussed the past form 'did'+V1 through a listening task. In this lesson, they will review the use of present simple -verb to 'be' / affirmative with personal pronouns (I, You, We, They, He, She, It) in the context of jobs.

Anticipated Problems & Solutions

Problem: Some Ss may mix up the use of personal pronouns with their appropriate verbs to 'be': 'they is' instead of 'they're'

Solution: The T will clarify the form on the WB preceded by elicitation

Problem: Some Ss may mispronounce the verb contractions: she's as /ʃi:ɪz/ instead of /ʃi:z/

Solution: The T will elicit the answer and then drill the correct pronunciation chorally and individually.

Problem: Some Ss may disorder the sequence of the grammatical order SOV: Pilot he is. Instead of He is a pilot.

Solution: The teacher will clarify the correct order of the grammatical structure: SVO.

Problem: Some Ss may drop the verbs totally: Kamal lawyer instead of Kamal is a lawyer.

Solution: The T will first elicit the answer and then clarify the form on the WB.

Materials

- teacher.jpg
- Student.jpg
- pilot.jpg
- lawyer.jpg
- engineer.jpg
- doctor.png

Description

In this lesson, the students are going to review the use of present simple tense/ verb to 'be' with personal pronouns /affirmative. The lesson will start with picture show to present the context of jobs. This will be followed by highlighting and clarification to the grammatical aspect involved and 2 controlled practice to reinforce the use

In this lesson, students will learn about the regular and irregular verbs of past simple tense (positive). The lesson will start with a discussion about what did they do yesterday. Students will get to learn about the different pronunciation patterns of the (-ed) endings for past simple regular verbs.

Main Aims

- To provide clarification and practice of the past simple tense of regular and irregular verbs in the context of holidays

Subsidiary Aims

- To provide accuracy speaking practice using past simple regular and irregular verbs in the context of holidays

Background

Class Profile

The students in this beginner class are comprised of about 20 adults, aged from 20-55 (males and females) with different aims for attending the English class in ITI. Students in this class are generally eager to participate and communicate with the teachers and partners to meet their objectives and learn more about new lexis and grammar. Students in this class are mostly visual and kinesthetic.

Assumptions

I assume the students will find the motivation to grasp the main ideas in the context of past holidays. They may confuse and overgeneralize the verbs conjugations in the beginning but they will manage to contain this problem through practice and drill .

Personal Aims

To make my staging logical
To provide considerable feedback

Timetable Fit

In the previous lesson, the students discussed collocations about weekend. In this lesson they will learn about the past simple tense with regular and irregular verbs in the context of past holidays.

Anticipated Problems & Solutions

Problems: Some Ss may overgeneralize the verb conjugations to attach 'ed' to irregular verbs as well: go-goes
Solution: The T will first elicit the answer and then explain through a chart on the WB the two forms of regular and irregular verbs indicating that the latter ones have no fix rule to follow: buy-bought
Problem: Some Ss may add '-ed' to all regular verbs including those which end with 'e': phone-phonied
Solution: The t will first elicit the answer and then clarify that regular verbs ending with 'e' should only end with '-d'
Problem: Some Ss may mispronounce the suffix '-ed' which pronounced as /id/ or /t/ to be /d/ only
Solution: The T will again start with elicitation and then clarify the difference in pronunciation through examples on the WB: watch- watched /wɒtʃt/ not /wɒtʃid/

Materials

- 12.docx
- English Unlimited Starter, Doff, Cup 2010
- Tempe Marketplace 014 (2).JPG
- IMG_2197.JPG
- Grand Canyon 019.JPG

Please see the following page for the lesson procedure

Stage	Procedure	Materials	Interaction Pattern	Time	Comments				
Lead-in To set the lesson context and engage the students	The T will start the lesson by projecting some of his holiday photos when he was in the USA two years ago to elicit the context of holiday took place in the past. The T will first elicit the very word holiday and then write it on the WB with the date (2013).	Grand Canyon 019.JPG, IMG_2197.JPG, Tempe Marketplace 014 (2).JPG	T, Ss	3 – 5					
Exposure To provide the context of the target language through a text (quotation)	The T will show the Ss a text extracted from the textbook (p.41 Last Saturday, ex.1) and then instruct them what to do as shown below: - Read the text - Find the key idea of the text (what that person did on Saturday) - Show them how to underline the verbs they can find through doing an example - Give them 1-2 minutes to work out their task. They should first work individually and then check with partners. While doing that, the T will draw a chart of two columns under which the verbs in both forms will be ordered without showing them the titles of the columns. Then, the T will try to elicit the grammatical terminology of the regular and irregular verbs and write them in the right place. <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Regular</td> <td style="text-align: center;">Irregular</td> </tr> <tr> <td style="text-align: center;">Verb(V1) Past (V2)</td> <td style="text-align: center;">Verb (V1) Past (V2)</td> </tr> </table>	Regular	Irregular	Verb(V1) Past (V2)	Verb (V1) Past (V2)	English Unlimited Starter, Doff, Cup 2010	(indiv), PW, WC	5 – 6	
Regular	Irregular								
Verb(V1) Past (V2)	Verb (V1) Past (V2)								
Clarification To clarify the meaning, form, and pronunciation of the target language	Meaning: After writing the examples extracted from the previous quotation, the T elicit the meaning of some verbs through gestures or context that Ss can understand. Then, T will ask some CCQs to confirm the Ss's understanding of the TL: On Saturday, I got up late, about 10:30, in the morning. What day today? Thursday Can I say " I get up late on Saturday?" No Is 'got up on Saturday' in the past or present? Past	English Unlimited Starter, Doff, Cup 2010	T, Ss, WC	8 – 10					

Stage	Procedure	Materials	Interaction Pattern	Time	Comments
	<p>Form: The teacher will draw a timeline and the grammatical form of the past simple on the WB to indicate the TL</p> <p>I We You they + (V2) + Object He She</p> <p>Pronunciation: Then, the Ss will listen to an audio from the textbook (p.54, track 2.17) for two times (if necessary). The T will drill the difference in the pronunciation of the regular verbs focusing on the suffix (-ed) when pronounced as /d/ or /t/ stay-stayed /d/, listen-listened /d/ cook-cooked /t/, watch-watched /t/ The T will also indicate that some verbs do not conjugate in the same previous way, referring to the irregular verb forms: go-went</p>				
<p>Controlled Practice To get the students practice the target language and check their understanding</p>	<p>The Ss will be given flash cards including base form of regular, irregular verbs and their conjugations. S a, for example, who has a verb like 'stay' should mingle the class to find the partner who has 'stayed'. When they finish, each two will be one pair and later come to the WB to report their answers. The cards will also include some additional verbs that are mostly common to the English language learners: play, walk, come...etc</p>	<p>English Unlimited Starter, Doff, Cup 2010</p>		<p>4 – 5</p>	
<p>Controlled Practice/2 To have the students practice more complicated sentences and further</p>	<p>The Ss will be given a HO extracted from the textbook (p.54, ex.4) including sentences about 'last weekend' with gaps which should be completed with pronouns and verbs (V2) covered previously. The T will elicit how to do the first sentence.They will first work individually, peer check, and then their answers will be reported to the whole class. When they finish, the teacher will project the answer key to have the Ss check their answers.</p>	<p>English Unlimited Starter, Doff, Cup 2010</p>	<p>(indiv), PW, WC</p>	<p>6 – 8</p>	

Name: Hussein Yaqoob • 09 Dec 2018 • Grammar/ Past Simple-Positive

Stage	Procedure	Materials	Interaction Pattern	Time	Comments
promote their awareness to the target language					
Freer Practice To provide the students with freer practice of the target language	The T will ask the Ss to talk about their previous holidays using the past simple tense with regular and irregular verbs. They will be in pairs to talk about their experience in two minutes. Some key ideas will be shown on the WB to help the Ss know where to start and when to finish: On Sunday, I and my family went to..... The T will circulate them to give feedback. After that, on the WB, the T will write some errors that they may make and elicit the correction.		PW, WC	10 – 12	