

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:z/ 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

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Materials

- HO 3.docx
- HO 2.docx
- HO 1.docx

Please see the following page for the lesson procedure

Stage	Procedure	Materials	Interaction Pattern	Time	Comments
Warmer/Lead-in To set the lesson context and engage the students	The T will start the lesson by projecting some photos of people's jobs. He will ask the Ss what kind of job that each photo represents. After eliciting the possible answers, the T will write the lexis next to each photo starting by the initial letters and then motivating the Ss to spell the rest of the letters. The T will also drill some of the presented jobs if Ss have problem with that.	doctor.png, engineer.jpg, lawyer.jpg, pilot.jpg, Student.jpg, teacher.jpg	T-Ss	3 – 4	
Highlighting To draw the students' attention to the target language to check their previous knowledge	The Ss will be provided with a HO to read and underline the verbs they can find in the dialogue. They will first work in pairs and then report their answers to the WC within 1-2 minutes. The T will have three examples extracted from the HO containing different verb to 'be' with different personal pronouns. These verbs will be circled or highlighted to draw the Ss's attention to the grammatical aspect involved in the stage.	HO 1.docx	PW, T-WC	5 – 6	
Clarification To clarify the meaning, form, and pronunciation of the target language	The T will CCQ the Ss about the underlined verbs mentioned above Sahar is a doctor. Is he or she a doctor? She; Can we use are or am with Sahar? No Sam and Sahar my children. What is the pronoun for Sam and Sahar? They; Can we use is or am here? No I'm a policeman. Am I a policeman? Yes; Am I a pilot? No The T will clarify the singular and plural form of the pronouns preceded by indication to the gender and how these pronouns can replace the subject: I---- Male and Female; He----Male; She----Female; It----- neutral,...etc. The T will then clarify the verbs that must be used with these pronouns by eliciting the answers first: I + am + obj (job) You, They, We + are + obj He, She, It + is + obj Afterwards, the T will explain the contracted forms of these verbs and then drill the pronunciation chorally and individually. I'm /ʌɪm/; he's /hi:z/, they're /'ðeɪə/,...etc.	HO 1.docx	T-Ss, WC	8 – 10	
Controlled Practice/1	The Ss will be given a HO emptied from the verbs. In 4-5 minutes, the Ss will be in pairs to fill the gaps with appropriate verb to 'be'. The T will first demonstrate	HO 2.docx	PW, WC	7 – 8	

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Stage	Procedure	Materials	Interaction Pattern	Time	Comments
To get the students practice the target language and check their understanding	an example from the HO followed by ICQs: Are you going to work alone or with partner? Are going to write or listen? While doing so, the T will monitor to double check the Ss are on the right path. When they finish, the T will project the HO and have the Ss to do the task on the WB.				
Controlled Practice/2 To have the students practice more complicated sentences and further promote their awareness to the target language	The Ss will be given another HO containing two columns (A&B): Column A: Contains sentences with jobs (teacher, doctor, lawyer...) and gaps where Ss should fill these gaps with appropriate verb to 'be' (is, are, am). Column B: Contains places where people having such jobs are expected to work in (school, hospital, court...). The Ss should match the two columns and work in pairs. When they finish, they will report their answers to the WC followed by answer key projecting on the WB to let them check their answers.	HO 3.docx	PW, WC	6 – 7	
Freer Practice To provide the students with free practice of the target language	The T will put the Ss in pairs with new partners. They will discuss their jobs, their family members', friends', relatives'...etc. They will be given from 4-5 five minutes to finish their discussions. During this task, the T will demo a simple dialogue on the WB to lead the Ss to the right way (what to talk about). Afterwards, each S is going to report his/her answers so as to practice different personal pronouns with appropriate verbs. While doing so, the T will note down their potential errors and give FB to the WC.		PW, WC	10 – 12	