

Lesson plan for elementary and intermediate students

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1. Write a one-hour lesson plan for two of the following topics; a) A lesson to contrast the use of the present simple with the present continuous for elementary students. Course title: What do you like to do? Teacher: Jeff Chosen Students / Level: 10 students (Age 7-9) Elementary students from China Alms: I want my students to understand the difference between the usage of present simple and present continuous tense. Using a teach and practice approach, the lesson focuses on understanding the contrast between the tenses.

Objectives/Learning Outcomes: After the lesson, students will be able to know when to use the simple present tense ND when to use the present continuous tense. They should be comfortable and proficient In making sentences with both types of tenses.

Assumption: Students have gone through the lessons for simple present and present continuous tenses and they know about the tenses. They have knowledge of nouns, how to change tenses for different verbs and can use each of the tenses to make sentences to answer questions.

Materials: Whiteboard, flashcards (pictures showing people doing different things), worksheets Legend: under the interaction column, T= teacher, S= student, C= class Under activity and objective column, SPIT= simple present ensue, PACT = present continuous tense Time/ Stage Activity Objective Interaction Total Duration am Stage 1 1. Lesson preparation: mains before the lesson, write the topic on the board: “ What do you like to do? ” and write questions to ask about the student’s habits, hobbies and likes/dislikes: “ Do you watch television every day? ” “ Do you like apples? ” “ Can you sing? ” “

Do you go to school every morning? 2. At the start of the lesson, greet students and initiate the speaking activity with the questions on the board, elicit an answer from the students in SPIT.

Explain the given answer is an action that appends habitually (I watch TV every day.) or is generally true (I can sing.) as they go through the questions. Follow-up questions should be asked to get the student to speak more. “ What song do you sing? ‘ “ Does your brother sing too? ” Preparation of warm-up session Warm up: Speaking activity: To revise usage of SPIT and get the student to be comfortable In speaking up before lesson.

Moons 8: AMA Stage 2 1. Write on the board: CNN: “ What is he doing now? ”
Mans: subject+auxiliary verb+main verb “ He + be + verb base + inning”
Show flashcards of people doing different things, then point to the board and elicit an answer in the PACT. “ He is singing now’, “ He is studying now’.)
Explain that the action is happening now. Elicit an answer as you show different pictures.

2. Show a picture of Tokyo and tell the students they are planning to go Tokyo next year. Say out “ We are going Tokyo next year! “ Explain that PACT is also used to talk about something we have planned to do.

Show a couple more pictures to ask the students. 3.

Write on the board: “ What are you going to do after the lesson/ this evening / tomorrow / this weekend? ” Give the students 7 to 8 miss to write their answer then ask them one by one. Question and Answer session:

Robertson of PACT Explanation of planned actions Writing exercise: Using

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PACT to construct sentences s-c S-T 15 ms 8: earn Stage 3 1. Hand out worksheets with questions asking the students to fill in the verb with either SPIT or PACT for each question. Examples of questions are: " Shah! Quiet please! I " The bus always now. " (study) at 7: AMA. (leave) " Have you forgotten our plan? We are dinner tonight! " fast.

" (have) " John can (run) very 2. Give the students 10 min to complete the worksheet. Walk around to check the students, after stopping the exercise, ask each student to give the answer and explain why they use that tense. Worksheet: Practice using SPIT and PACT. 1 main 8: AMA Stage 4 1. Show the flashcards of people doing different things again.

For each card, write the answer on the board first. For example: " John sleeps at pm every day. " Then ask a student to come up and form a question that gives that answer in SPIT. What time does he sleep every day? " (do, sleep) 2. Next, write an answer in PACT. " It is pm.

John is sleeping now. " Ask the student to form question in PACT: " It is pm. What is John doing now? " (do) " What time does John go to sleep tonight? " (go) Ask the students to identify the tense used in the question and reason for using the tense. Forming questions: Use SPIT and PACT to form questions T-S S-C minis 8: earn Stage 5 Summarize the different uses of the tenses that the students have learnt today. Give out homework on using SPIT and PACT and explain what needs to be done.

C) A lesson to introduce the use of the first conditional to a class of intermediate level students. Course title: Do you believe in superstitions?

Students / Level: 8 students (Age 10-11) Intermediate level students from Taiwan
Aims: I want my students to learn first conditionals and know how to use the first conditional to construct sentences by using a APP approach. (Presentation, Practice, Production)
Objectives/Learning Outcomes: After the lesson, students will be able to know how to write sentences using first conditionals with “ If”, “ will”, “ can”, “ may’, “ shall” and speak using first conditionals.

Assumption: Students have good knowledge of grammar (present simple tense and simple future tense) and nouns. They know how to construct sentences with modal verbs (can, may, shall, will). Able to answer simple comprehension questions.

Materials: Whiteboard, laptop, projector, worksheets, paper strips (for game activity), audio CD player
Stage Activity Objective Interaction Duration Stage
1 1. Before the lesson, prepare Powering slides, worksheets and audio CD to play song by Rod Stewart – I don’t want to talk about it. A copy of the song is below (Double click to listen): If you cannot open this file, please go to this link: [http://www. Tube. Com/watch? Fascia_FOODS](http://www.Tube.Com/watch?Fascia_FOODS)
2. At the start of lesson, greet the students, give out worksheet and tell them to listen to a song to fill in the blanks with the parts in the box below: I can tell by your eyes that you’ve and the about it, don’t mean nothing’ to you, they’re a mirror.

I don’t want to talk here Just a little bit longer, won’t you listen to my heart, whoa, heart? If I stand all alone, blue for the tears, The star in the sky don’t mean nothing’ to you, about it, how you broke my heart. I don’t want to talk If I stay here if I stay here, whoa, my heart?

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I don't want to talk about it, how you broke this 01' heart. Black for the night's fears just a little bit longer won't you listen to my heart how you broke my heart will the shadow hide the color of my heart they're a mirror probably been crying forever stay Ask the students if the song needs to be repeated. Ask a few students to read the lyrics and say their answer. Music activity Fill in the blanks to complete the lyrics. Stage 2 1.

Explain to the students that the sentence " If I stand all alone, will the shadow hide the color of my heart. " is an example of a first conditional sentence.

Say that we are thinking about a particular condition or situation in the future and the result of this condition is in the future. Explain " If I stand all alone" is the first condition which has a real possibility of happening and we use present simple tense If condition result present tense will + base verb If it rains tomorrow I will stay at home. Explain that the condition can go behind the result and " if" changes position and the comma disappears: resulted condition will + base verb I will stay at home present tense if it rains tomorrow.

Present a few more examples: If it rains tomorrow will you stay at home? If they win the game they will celebrate together.

If I do not eat today I will be hungry. Will you stay at home if it rains tomorrow? They will celebrate together if they win the game. I will be hungry if I do not eat today. Introduce using of first conditional T-C 1 Moons 8: earn

Stage 3 1. Open powering slides and show superstitions passages for students to read by themselves. The file below is a copy of the passages: 2.

Explain that a superstition is a belief or a practice that is not based on facts or events that can be proven.

Give them around 3 min to read each passage. 3. After each reading, ask the students what is the superstition being mentioned in the passage and get a student to write on the board in the first conditional form. For example: " If you break a mirror, you will have seven years of bad luck. " Get them to write the condition in the sentence behind the result as well.

3. Introduce shall, can and may for each of the sentence written by the student. Write on the board: " If you break a mirror, you shall have seven years of bad luck. ", " If a black cat crosses your path, something may happen. Reading activity: Read passages on superstitions and construct sentences in the first conditional based on the information given in the passages. Minis Stage 4 1.

Group students into pairs and ask them to write 6 superstitions they might know of. The sentence must be in the first conditional using either will, may, shall or can in the result. 2. Walk around and provide an example for the students if they can't think of any superstitions. For example, " If you do not give the house a full spring clean before Chinese New Year, you will have bad luck.

" 3. Ask each pair to read their superstitions aloud.

Pair discussion: Practice constructing and write sentences in the first conditional in pairs. T-C s-s S-C Ioran's 8: soars Stage 5 1. Give out a strip of paper to each student where each strip of paper is part of a sentence. For example, The first part " If you are born on Friday the 13th," is given to student A and the second part " Friday the 13th is your lucky day.

" is given to dent F. All students are to stand up, walk around and ask another student: " What is your sentence? " and find the other matching half of their sentence. 2. After matching, the student will pass the strip back to the teacher and sit down.

After all students have completed, the teacher passes another set of paper strips randomly for the students to match. 3.

After 8 rounds, the teacher can summarize the structure Matching game activity: Reinforce their learning of the first conditional. T-C T-c Ioran's 2. Describe some of the means by which we can assess the progress of our learners. Assessment involves making judgments on students' performance against a set of criteria. Formative assessment is a range of formal and informal assessment used by teachers during the learning process in order to adjust teaching and learning activities to improve student learning.

When integrated into classroom practice, it provides information needed to modify teaching and learning while they are happening. They serve as practice for the student and check for understanding during the learning process. They guide teachers in making decisions about future lessons.

Asking students better questions allows an opportunity for deeper analysis

ND provides teachers with important insight into the learners' depth of understanding. It engages students in classroom discussion that encourages learning.

A simple worksheet before the end of a class can help determine students' understanding of the day's lesson. The teacher should stop to check for understanding of a section with a "thumbs up or down" to elicit immediate information about student learning. He should go around the classroom to check on the students and see if they need clarification. Observations assist teachers in gathering evidence of student learning. Formative assessment often involves roving qualitative feedback (rather than scores) that focuses on the details of content and performance.

Commenting on students' performance happens at various stages both inside and outside the class.

Besides saying "good" or "well done" on a correct answer given by the student, negative comments like "That is not quite right" can be used so as not to affect motivation. Giving feedback helps to identify individual or group weaknesses and facilitates the development of self-assessment in learning. It clarifies what good performance and helps to close the gap between current and expected performance. Formative assessment will involve keeping records of students' progress as they go through the program.

Student record keeping helps students better understand their own learning as shown by their classroom work and the progress they have made from the

start of the program. Summarize assessment occurs at the end of a module and determines if the content being taught was retained.

Summarize assessments are an accountability measure summarize assessments are year-end tests, examinations, assignments or projects. Summarize assessments happen too far down the learning path so the teacher has to lance the program with formative assessments to provide information at the classroom level and adjust the learning process.

Diagnostic assessments are pre- assessments to help assess the student's prior knowledge and ability before placing them into the appropriate class level. Both formative and summarize assessments may also be used as diagnostic assessments to assess students' learning. 3. Prepare a diagnostic test for a class of students you are about to take over.

You should specify the age and approximate suspected level of the students. Briefly explain the purpose of each section of the test. State any time limit imposed; if none, state the expected duration.

The age group for my diagnostic test below is for children from the age of 7 to 9 years old and the suspected level of the student is elementary level. Section 1 tests on the student's usage of English and grammar and the time limit for the student to complete the section is half an hour for a total of 35 questions. Section 2 tests on the student's vocabulary with 10 simple words.

He is required to use the correct word to fill in the blanks in the passage within 15 miss. Section 3 tests the student's reading and writing skills. He is required to finish answering the questions within 15 miss.

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