

LENGUA EXTRANJERA I

SISTEMA DE EDUCACIÓN MEDIA SUPERIOR



Módulo II:

Downloadable Exercise
“Word Order”



LESSON PLAN

Teacher:	Level: 1	Classroom:	Shift:	Date:
Previous teaching Point: Occupations, review of the modal “can”.			N. of SS: 15	Time: 50 min.
Aim:			Context: Recurrent activities.	
General Objective: by the end of the class, Ss will be able to do questions with do and does by unscrambling some sentences, spotting the mistake and completing a chart based on a downloadable activity.			Grammar: Simple Present Questions.	

Warm up

Teacher:	Skills: All and any	Time: 15 mins
Material: 3 sets of coloured paper strips with sentences (preferably the examples given in “Downloadable Activities I”)		Seating Arrangement: Three teams
Objective: Ss will recall the simple present by unscrambling some positive and negative sentences with the paper strips		
<p>Lead in: Hello, guys, how are you? Let's start by making groups.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. T will greet Ss. 2. T will make three groups by assigning different colours to Ss randomly. 3. T will give 30 seconds for Ss to get into teams. 4. T will assign a particular space for each team to work on. 5. T will give each team a bag full with some coloured paper strips. 6. T will explain. <ol style="list-style-type: none"> 6.1. Ss will have to take them out and form sentences. 6.2. Ss will rely on the colour to match and unscramble the sentences. 7. T will state that the team that finishes first and with all correctly will win a small prize. 8. T will give Ss 10 mins to do it. 9. T will start the activity. 10. T will check each team's answers. 11. T will ask Ss to read them out loud. 12. T will state that they must keep the scrambled sentences. <p>Link: Ok, guys, now, do you know how to make questions?</p>		
Possible Problems: <ul style="list-style-type: none"> • Ss may take longer than expected. 		Possible Solutions: <ul style="list-style-type: none"> • T will stop the activity and check the ones they have correct.



Presentation		
Teacher:	Skills: All and any	Time: 20 mins
Material: Examples from last activity, paper strips		Seating Arrangement: Whole group
Objective: Ss will identify how to make questions with do and does by analysing the structure of questions, identifying the mistake and writing some questions.		
Lead in: I just did one. What did I say? Can you repeat what I said?		
Procedure: <ol style="list-style-type: none"> 1. T will ask Ss to repeat the last question T did. 2. T will write the sentence on the board. 3. T will ask Ss to convert that same question into a positive sentence. 4. T will elicit more examples from the exercise they completed on the previous activity. 5. T will write the sentence and the question with it. 6. After 4 or 5 examples, T will ask Ss if they see a pattern. 7. T will ask Ss if they have any idea on what it is necessary to make questions. 8. T will explain the “do” and “does” when making questions. 9. T will then show some paper strips with sentences. 10. T will ask Ss to identify whether the question is appropriately made. 11. T give more examples. 12. T will ask Ss to write at least a couple of questions using “do” and a couple using “does” 		
Link: Ok, guys, now let's take a look at the projection.		
Possible Problems: <ul style="list-style-type: none"> • Ss may not be able to get how to make sentences inductively. 		Possible Solutions: <ul style="list-style-type: none"> • T will start explaining more deductively.

Controlled practice		
Teacher:	Skills: Speaking	Time: 15 mins
Material: projector, laptop, “Downloadable Activities I – Word Order”		Seating Arrangement: Pairs
Objective: Ss will use the simple present questions by filling a chart shown on the downloadable activity, changing some sentences into questions and answering them while talking to a peer.		
Lead in: So, what is this, guys (shows the chart)?		
Procedure: <ol style="list-style-type: none"> 1. T will ask Ss to pay attention to the projection. 2. T will tell Ss that these are sentences and are scrambled again. 3. T will ask them to unscramble them again but now they have to add all the information required in the chart. 4. T will do a model of the activity. 5. T will give Ss 10 mins to do it with all the sentences they had. 6. T will check. 7. T will do error correction if necessary. 8. T will end the class and wish everyone a good day. 		
Possible Problems: <ul style="list-style-type: none"> • Ss may not understand how to make the chart. 		Possible Solutions: <ul style="list-style-type: none"> • T will make a S to do a new model.

