

Flip

Foreign
Languages
Institutional
Program



LENGUA EXTRANJERA I

SISTEMA DE EDUCACIÓN MEDIA SUPERIOR



Módulo V:

Extra Content Activity

“Word Order”



LESSON PLAN

Teacher:	Level: 1	Classroom:	Shift:	Date:
Previous teaching Point: Simple present, present continuous.			N. of SS: 15	Time: 50 min.
Aim:			Context: Daily activities	
General Objective: At the end of the class, Ss will identify how to make questions using the present continuous by discriminating and reviewing the simple present and the present continuous, noticing how to make sentences into questions and finally by adding the wh to form wh questions by turning yes/no questions into wh questions.			Grammar: Present continuous questions	

Warm up

Teacher:	Skills: All and any	Time: 15 mins
Material: Coloured paper strips with examples (these can be taken from Extra Activities – Word Order)		Seating Arrangement:
Objective: Ss will discriminate between the simple present and the present continuous by matching the coloured paper strips with examples and placing them in the correct place.		
Lead in: Hello everyone. Let's do something fun.		
Procedure: <ol style="list-style-type: none"> 1. T will greet Ss. 2. T will divide the group into teams of 3 or 4. 3. Each team will be given some coloured paper strips. 4. T will explain the activity. <ol style="list-style-type: none"> 4.1.T will state that they will be required to stand up for the next activity. 4.2.Ss will have some paper strips in their team. They will have to read it. Sentences will be mixed between simple present and present continuous. 4.3.T will state that the sentences have an equivalent in the other tense. 4.4.Ss will have to go around looking for the exact equivalent in the other tense. 4.5.Ss will have about 7 mins to find all of the paper strips. 4.6.T will say that the colour can be a guide to lead them 5. T will start the activity by asking Ss to stand up and find the equivalent. 6. T will monitor and provide aid. 7. T will end the activity after the 7 minutes. 8. T will elicit for the equivalents 		
Link: Ok, guys, now, let us look at the projector.		
Possible Problems: <ul style="list-style-type: none"> • Ss may find the equivalents too quickly 		Possible Solutions: <ul style="list-style-type: none"> • T will ask them questions about them.



Presentation

Teacher:	Skills: All and any	Time: 25 mins
Material: Projector, speakers, web site: Extra Activities – Word Order, internet, http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pcontnq2.htm		Seating Arrangement: Whole group
Objective: Ss will be introduced to yes/no question making with the present continuous by making the sentences used in the last activity to be turned into questions. Then, introducing the WH words and asking questions with them through the projection of sentences.		
Lead in: Can everyone see? Procedure: <ol style="list-style-type: none">1. T will ask Ss to stick the equivalent paper strips all around the classroom.2. T will ask Ss to look at the projections and see if the examples are alike.<ol style="list-style-type: none">2.1. Ss should say that yes, it is the same structure in both tenses.3. T will ask Ss for the difference between the simple present and the present continuous.4. T will elicit different answers.5. T will ask them to look at all the examples around them and in the projector and come up with a definition in pairs.6. T will pair Ss up.7. T will give them 5 minutes to write their definition.8. T will elicit answers.9. T will explain the differences by acting the differences with a routine and then saying about actions happening in the moment.10. T will ask them what they think happens if we put the verb at the beginning of the sentence.11. T will state that that it's the way to make questions in either.12. T will convert some sentences into questions.13. T will ask some Ss to come to the front and transform the sentences into questions.14. T will ask Ss to look at the projection and see the different questions.15. T will elicit information about the wh questions.16. T will ask Ss to convert the sentences they got at the beginning into questions. Link: Ok, now look at these examples.		
Possible Problems: <ul style="list-style-type: none">• Ss may not understand	Possible Solutions: <ul style="list-style-type: none">• T will stop and explain more thoroughly.	



Controlled Practice

Teacher:	Skills: Writing	Time: 10 mins
Material: Projector, speakers, web site: Extra Activities – Word Order, internet, http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pcontnq2.htm		Seating Arrangement: individual.
Objective: Ss will use the question making with the present continuous by writing answer to the exercise displayed with the projector.		
Lead in: What can you see in these examples? Procedure: <ol style="list-style-type: none">1. T will ask Ss to look at the sentences and questions.2. T will tell Ss that they now have to complete the questions appropriately.3. T will state that it will be individual work.4. T will give 5 mins to complete the chart.5. T will elicit answers.6. T will correct mistakes if there are any.7. T will end the class and wish everyone a good day.		
Possible Problems: <ul style="list-style-type: none">• Projector may not work	Possible Solutions: <ul style="list-style-type: none">• T will read the sentences.	

