

Lesson Plan N°14

Date: _____ **Unit:** II-Education
Level: Common Core **Component:** Grammar.
Materials: Textbook, board, chalk, visual aids & handouts. **Time allotted:** 1h30 mins.
Sources: Visa To the World, Sky, World Link & New Interchange Textbooks.
Standards: COMMUNICATION: SS express feelings, emotions, and exchange information about different events.
 COMPARISONS: SS demonstrate understanding of the nature of language through comparisons of within the English language.
 COMMUNITIES: SS Show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
Competency: Students will be able to use the present simple to conduct a survey about their classmates' daily routines.

Phases	Stages	Timing	Procedure	Rationale	Work Mode								
Lead-in													
Opening	Warm up Review	10 min	Greeting the SS+ potential incidental debate Students review some verbs in the present simple tense. The T asks them some leading questions, then he lets them hold the conversation:	Enable students to see the difference between 3 rd person singular and the rest of subject pronouns once it's introduced later.	T-SS								
	Preparation	8min	<ul style="list-style-type: none"> What do you do every day? At school? After school? What do you do on Monday/Wednesday mornings? What do you do at weekends? Announcing lesson objectives: By the end of this lesson, you'll be able to speak about your daily routines. SS listen to the text on page 29, Visa to the World and answer the focus question: <ul style="list-style-type: none"> Does Maria go the English Institute every day? Whole-class discussion of the answer.	Ensure SS' comprehension of the input text Listening may help Ss focus more on the pronunciation and the third person singular of the present simple	S-S Indivi.								
Conscious-raising													
Skill-getting	Noticing	10 mins	SS read the text and underline the verbs and classify them according to their endings. <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>-s</th> <th>-es</th> <th>-ies</th> <th>other</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	-s	-es	-ies	other					The SS attend to the different ending forms displayed in the four columns of the table.	Indiv.
	-s	-es	-ies	other									
Checking	20 mins	Whole-class discussion of answers. SS do the exercise b, page 29 Visa to the World. While correction, students ask questions about Maria using time expressions, spotting the time in the clock in every pic. <ul style="list-style-type: none"> What does Maria do at What do they do at 	Check whether the SS are aware of the form of the 3 rd person singular	Pair work									
Contrasting	10 mins	SS choose the right answer (handout below). 1. My family and I..... (live/lives) in the suburbs. My wife (work/works) near here, so she..... (drive/drives) to her office. I (don't/doesn't) work in the suburbs. I (take/takes) the bus to the city. Our son..... (ride/rides) his bike to school, but our daughter (don't/doesn't) go to school yet. 2. My parents (live/lives) in the city. My mother..... (take/takes) a train to work. My father..... (don't/doesn't) work now. He's retired. He also..... (use/uses) public transportation, so they (don't/doesn't) need a car. SS compare answers with their partners. BB correction	Enable SS recognize the difference between the form of present simple verbs in 3 rd person singular with the remaining subject pronouns.	Indiv. work									

Hypothesising																													
Practising	Recep.	8 mins	<p>SS do exercise b, page 30. SS unscramble the words in short dialogues</p> <p>1. love family do you your? Yes do, I</p> <p>2. in flat they do live or a house? house live they big a</p> <p>3. live does Hasna where? I lives guess Beni Mellal she in.</p> <p>4. to school how David does go he on foot to. goes school</p> <p>Whole class discussion of answers</p> <p>SS complete this conversation and use the verbs in brackets.</p> <p>Rachel: What , Angela? (do) Angela: I'm a student. IPhysics. (study) Rachel: And whereto school? (go) Angela: Ito London English Institute. (go) Rachel:your brotherPhysics, too? (study) Angela: No, he..... He economics. (do/study) Rachel: Howhehis economics classes? (like) Angela: Hethem really interesting. (find)</p>	It helps SS know the use of time expressions.	Indiv.Pairs																								
	Proct.	12 min	<p>SS hypothesize using the present simple tense.</p>																										
Experimenting																													
Skill-using	Producing/ Applying	15 mins	<ul style="list-style-type: none"> • In groups of four, students write a survey about their classmates, using a questionnaire? ✓ What time do you get up? ✓ Do you have your breakfast? ✓ What time do you have lunch? ✓ What do you in the evening? ✓ Do you attend any extra classes? ✓ What do you do at weekends? <p>Peer correction</p>	Allow SS to use the present simple tense to talk about their daily routines.	Group work Pair work																								
Closing	Follow up	7 mins	<p>SS discuss the rule of different ending forms of 3rd person singular and copy it.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Present simple Spelling Rules Most verbs take -s in the third person singular (he/she/it)</p> <p>1. -ss, -sh, -ch, -x, -o</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">I miss</td> <td style="width: 10%; text-align: center;">-es</td> <td style="width: 40%;">he misses</td> </tr> <tr> <td>I finish</td> <td></td> <td>she finishes</td> </tr> <tr> <td>I watch</td> <td></td> <td>he watches</td> </tr> </table> <p>2. a consonant+y</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">I mix</td> <td style="width: 10%; text-align: center;">-ies</td> <td style="width: 40%;">he mixes</td> </tr> <tr> <td>I go</td> <td></td> <td>she goes</td> </tr> <tr> <td>I study</td> <td></td> <td>he studies</td> </tr> <tr> <td>I cry</td> <td></td> <td>he cries</td> </tr> </table> <p>3. a vowel+y</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">I play</td> <td style="width: 10%; text-align: center;">-s</td> <td style="width: 40%;">he plays</td> </tr> </table> </div> <p>SS stick the handouts in their copybook. SS play Yes/No game.</p>	I miss	-es	he misses	I finish		she finishes	I watch		he watches	I mix	-ies	he mixes	I go		she goes	I study		he studies	I cry		he cries	I play	-s	he plays	SS reinforce the present simple	Indiv.
I miss	-es	he misses																											
I finish		she finishes																											
I watch		he watches																											
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