



LESSON OUTLINE (for TP 1, 2 & 3)

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| Name: Don Nelson | Date: 18 Mar 2014 | Lesson No. 1 | Lesson Length: 25 minutes | Level: Intermediate | Number of Learners: 3 - 5 |
| Learning Outcomes (i.e. What do you want the students to achieve?) | | | | | |
| <ul style="list-style-type: none"> • Students will have opportunities for fluency speaking through the use of question forms • Students will know to use <i>Have with You</i> and <i>Has with He, She</i> and <i>Proper Name</i> (singular) | | | | | |
| Resources / Materials | | | | | |
| <ul style="list-style-type: none"> • Blank strips of paper for Ss • A bag to hold the strips | | | | | |

| Stage | Procedure |
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| Lead in: 1. I will introduce myself. 2. To present the aims of the lesson. | Lead in: 3 minutes 1. My name is Don. Thank Ss for opportunity to meet with them yesterday and to get to know them. 2. I will inform Ss that the aim of this lesson is to give them more practice in fluency speaking through the use of question forms. |
| Set activity: | Set activity (1): 3 minutes (6 minutes) 1. I will write a true statement about myself on the WB using present perfect: <i>I have flown an airplane..</i> 2. I will give each S 3 slips of paper (maybe 4 depending on how many are present) and ask them to write one true sentence on each slip about themselves. |
| ICQ: | Instruction checking: 1 minute (7 minutes) 1. "How many sentences are you going to write about yourself? (3 or 4 depending on how many slips I've given). 2. "Are all the sentences going to be written on one slip of paper?" - (No) 3. "Are all the sentences going to be true or false"? True Time to write questions: 3 minutes (10 minutes) Set activity (2): 1 minute (8 minutes) 1. Ss fold their slips and put in bag. |

| Stage | Procedure |
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| <p>To re-enforce: we use Have with You when asking a question.</p> <p>Introduce use of Has with He, She, Proper Name</p> <p>Practice fluency speaking forming questions using Has with He, She and Proper Name</p> <p>ICQ:</p> | <p>Set activity (3): 5 minutes (12 minutes)</p> <ol style="list-style-type: none"> 1. I will instruct Ss to each pull one slip from bag but don't open it. 2. I will pull one strip from the bag and ask each SS a yes/no question ("Have you.....") until I find the student who wrote the question. 3. Keeping "score" – I will write Don on the WB and put a 1. 4. I will instruct Ss that when they find a "yes" to their question, they put the slip back in the bag and keep a record of how many "yes" slips (points) they got. 5. The "winner" will be the one with the most points. The winner gets a "high 5"! <p>White Board: 2 minutes (14 minutes)</p> <ol style="list-style-type: none"> 1. I will write one statement from a slip – e.g. "I have flown an airplane". 2. I will write how the S asked the question – e.g. "Have you flown an airplane"? <p>White Board: 3 minutes (17 minutes)</p> <ol style="list-style-type: none"> 1. I will transition to "Has he really flown an airplane"? 2. "Has she had her baby?" 3. "Has Pablo finished teaching?" <p>Instructions: 1 minutes (19 minutes)</p> <ol style="list-style-type: none"> 1. I will have the Ss practice among themselves asking each other "Has she/he..." questions. Ss must respond with a complete sentence – not a "yes" or "no" answer. 2. I will say they have 3 minutes for this task. <p>Instruction checking: 1 minute (20 minutes)</p> <ol style="list-style-type: none"> 1. "How are you going to start each question"? (with Has he/she ...) 2. "Can the answer be Yes or No"? No – it must be a complete sentence. <p>Practice fluency speaking: 3 minutes (23 minutes)</p> <p>Summary: Have you and Has he/she...</p> |