

# Flip

Foreign  
Languages  
Institutional  
Program



# LENGUA EXTRANJERA I

## SISTEMA DE EDUCACIÓN MEDIA SUPERIOR



### Módulo III:

Exercise Activity

“Simple Present”



## LESSON PLAN

<b>Teacher:</b>	<b>Level: 1</b>	<b>Classroom:</b>	<b>Shift:</b>	<b>Date:</b> / /
<b>Previous teaching Point:</b> Simple present tense to talk about likes and dislikes			<b>N. of SS:</b>	<b>Time:</b> 60 min.
<b>Aim:</b> At the end of the class, Ss will be able to produce sentences about the different actions they do during the day.			<b>Context:</b> Daily routines.	
			<b>Spelling:</b> Different endings of the simple present conjugation in the third person.	

### Warm up

<b>Teacher:</b>	<b>Skills:</b> Writing	<b>Time:</b> 15 min.
<b>Material:</b> Ss' notebooks		<b>Seating Arrangement:</b> pairs
<b>Objective:</b> Ss will recall verbs they have been taught before by arranging the different actions in a schedule to complete a list of what they do during the day.		
<b>Lead in:</b> T will ask Ss what some of the most typical things they do during the week are.		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. T will elicit verbs from Ss and will write them on the board according to the 3<sup>rd</sup> person spelling rule of the simple present (i.e. T will divide the whiteboard in three categories: -ys, -ies, and -es and put the verbs where they belonged when conjugated).</li> <li>2. T will then give a worksheet with different hours during the day to Ss and Ss will be asked to write the different things that they do at that time.</li> <li>3. Ss will be asked to pair with a person they want to work and will start the activity.               <ol style="list-style-type: none"> <li>3.1 Ss will be asked to exchange the list with the person they paired themselves.</li> <li>3.2 Ss will be asked to use different connectors to make a text logical (if necessary, t will write them on the WB e.g. first, later, after, later on, then, etc)</li> <li>3.3 Ss will be asked to raise their hand when they have finished.</li> </ol> </li> <li>4. T will ask Ss to give back the list and keep the text they did.</li> </ol>		
<b>Link:</b> T will ask one Ss to say the different actions his classmate does.		
<b>Possible Problems:</b> <ul style="list-style-type: none"> <li>• Ss might not write a verb correctly</li> <li>• Ss might not have the correct pronunciation of the word.</li> </ul>		<b>Possible Solutions:</b> <ul style="list-style-type: none"> <li>• T will ask one of the Ss' peer for the spelling of the verb</li> <li>• T will write the IPA symbols of that word on the word and will ask the S with the best pronunciation to pronounce the word below the symbols</li> </ul>



Presentation		
Teacher:	Skills: Listening	Time: 25 min.
Material: Online explanation of the simple present spelling rules <a href="http://www.ejerciciodeingles.com/formas-del-presente-present-simple/">http://www.ejerciciodeingles.com/formas-del-presente-present-simple/</a>		Seating Arrangement: Traditionally
Objective: Ss will analyze the different rules of the spelling in the 3 <sup>rd</sup> person in the simple present tense by looking at a web source.		
Lead in: T will ask if Ss can notice a difference when he is saying something about his friend and when they are saying the different stories.		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. T will ask Ss to read the information that they have in the web page.</li> <li>2. T will ask Ss to look for the information about the third person in the text.</li> <li>3. T will ask Ss to apply the rule to the different verbs that they have in the columns that were done in the beginning of the class.</li> <li>4. T will ask Ss to get in groups of five people.</li> <li>5. T will ask Ss to think of more verbs that they can use to talk about their daily routines that can fit in the different categories the T has on the board.</li> <li>6. T will give Ss markers to go and write the different verbs that they could think of.</li> </ol>		
Link: T will ask them if they can notice any mistake in the text that they did.		
<b>Possible Problems:</b> <ul style="list-style-type: none"> <li>• Ss might not be able to identify how the different rules apply to different verb spellings</li> <li>• Ss might not be able to find another verb to fit in one specific category</li> </ul>		<b>Possible Solutions:</b> <ul style="list-style-type: none"> <li>• T will use a color code for them to get the information easier</li> <li>• T will elicit from their classmates to see if they know any</li> </ul>

Practice		
Teacher:	Skills:	Time: 20 Min.
Material: Ss' piece of work from the warm-up		Seating Arrangement: groups
Objective: Ss will make use of the different spelling rules by correcting a work they have recently done with the appropriate spelling of the verb.		
Lead in: T will ask a S to read his work correcting the mistakes that he has.		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. T will ask a S to read the work he did but making the corrections where it is needed to see that he understood the topic.</li> <li>2. T will ask S to look again at their work and to correct it according to the rules that they have seen.</li> <li>3. T will ask S to change work within their group for a last revision.</li> <li>4. T will sign the work to see that they comprehended the lesson.</li> </ol>		
<b>Possible Problems:</b> <ul style="list-style-type: none"> <li>• Ss might have problems with one specific rule</li> <li>• Ss might have problems with the use of connectors</li> </ul>		<b>Possible Solutions:</b> <ul style="list-style-type: none"> <li>• T will assign homework for that specific rule</li> <li>• T will write an example of how to use them on the WB.</li> </ul>

