

# LESSON PLAN TWO

Aim: To teach students how to use simple present to talk about themselves and others

*Simple Present –  
I/You/We/They*

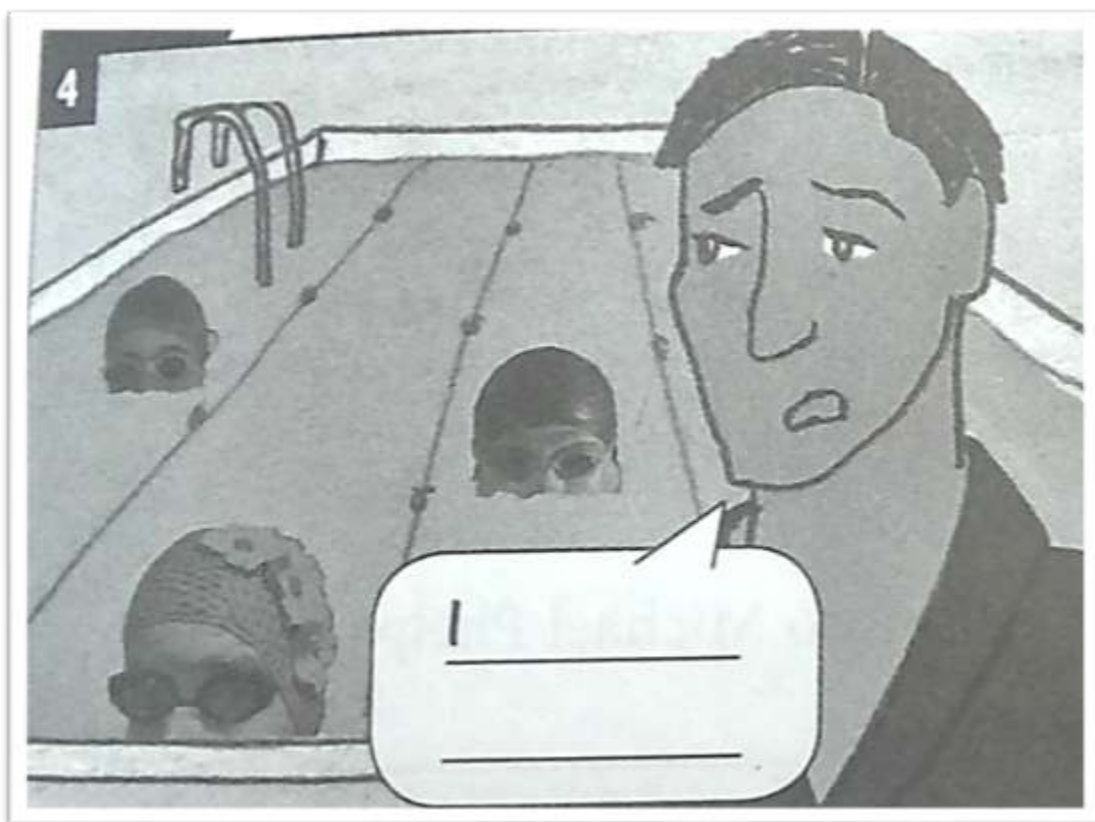
<b>Date:</b> //	<b>Name of Teacher:</b> Sara El-Aziz	<b>Level:</b> Beginner	<b>Duration:</b> 40 Minutes						
<b>Lesson Topic</b>	- Simple Present								
<b>Aim</b>	- To teach students how to use simple present to talk about themselves and others								
<b>Objective</b>	<ul style="list-style-type: none"> <li>- Students will be able to:             <ol style="list-style-type: none"> <li>1. Describe their and other's likes and dislikes and daily activities using simple present.</li> <li>2. Use present simple to talk about themselves and others (i.e. I go to school, he plays football)</li> <li>3. Speak using the target vocabulary (Index 1)</li> </ol> </li> </ul>								
<b>Materials</b>	- Board, Handouts, Worksheets, video, Flashcards, empty water bottle, plastic bag, question cut outs.								
<b>Anticipated Problems</b>	- The students may be confused between using simple present and simple present continuous and on occasion simple past.								
<b>Solutions</b>	<ul style="list-style-type: none"> <li>- Give examples of simple present, such as             <ul style="list-style-type: none"> <li style="width: 50%;">- I like coffee</li> <li style="width: 50%;">- She likes shopping</li> <li style="width: 50%;">- I don't like football</li> <li style="width: 50%;">- They like swimming</li> <li style="width: 50%;">- We don't like Chinese food.</li> <li style="width: 50%;">- He doesn't like tea</li> </ul> </li> <li>- Ask students to give their own examples to ensure they understood.</li> </ul>								
<b>Warm Up Stage</b> <b>Duration (10 mins)</b> <b>- Interaction T-Ss</b> <b>Skills: Listening, Speaking, Discussion</b>	<ul style="list-style-type: none"> <li>- Show students the flashcards (Index 2) which illustrate the uses of simple present go over them once out loud.</li> <li>- Stick each flashcard on the board and ask the students to form a sentence in the present simple and write it next to the picture.</li> </ul>								
<b>Study Stage</b> <b>Duration (10 mins)</b> <b>- Interaction T-Ss</b> <b>Skills: Listening, speaking, discussion</b>	<ul style="list-style-type: none"> <li>- Refer back to flash cards on the board.</li> <li>- On the board write the grammar rule for simple present <b>Subject + Verb (-e/-es) + object (rest of sentence)</b></li> <li>- Write/discuss examples of verbs ending with -e/-es             <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 20px;">go – goes</td> <td>play – plays</td> </tr> <tr> <td>wash – washes</td> <td>speak – speaks</td> </tr> <tr> <td>study – studies</td> <td>live – lives</td> </tr> </table> </li> <li>- Students give their own examples</li> <li>- Explain to students that they can also use the simple present to talk about things/activities other than likes and dislikes (e.g. daily activities).</li> <li>- Ask students to give examples using what they have learned so far.</li> <li>- CCQs:             <ul style="list-style-type: none"> <li>- Yes/No question: “Can we use simple present to talk about daily activities?”</li> <li>- Discrimination Question: “Is the sentence ‘She eats breakfast’ simple present OR simple past”</li> <li>- Limited Answer Question: “Name the words which have the ending -es”</li> </ul> </li> </ul>			go – goes	play – plays	wash – washes	speak – speaks	study – studies	live – lives
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<p><b>Practice Stage</b>  <b>Duration (20 mins)</b>  - Interaction T-Ss,  Ss-Ss, Ss  <b>Skills: Listening,</b>  <b>speaking,</b>  <b>discussion,</b>  <b>reading, writing.</b></p>	<ul style="list-style-type: none"> <li>- Show a short video for daily activities using simple present (1)</li> <li>- Ask them what they understood</li>   <li>- Activity one <ul style="list-style-type: none"> <li>- Ask the students to form a circle, either on the floor or in their chairs</li> <li>- Place the empty water bottle in the middle, ask one student to spin that bottle, they then have to ask a question to the student it points to by picking from sample questions in a plastic bag (Index 3).</li> <li>- The student answering the question in simple present.</li> <li>- ICQs <ul style="list-style-type: none"> <li>- “Who asks the questions from the bag?”</li> <li>- “Who is answering the questions?”</li> <li>- Ask them if anyone has any questions.</li> </ul> </li> </ul> </li>   <li>- Observation, Peer Review, Q &amp; A. (what is student X’s favourite activity?)</li>   <li>- Activity two <ul style="list-style-type: none"> <li>- Worksheet for an individual activity (Index 4).</li> <li>- Explain that they must Put the words in the right order to make questions for the first section and make negative sentences for the second section</li> <li>- They must work alone in silence</li> <li>- ICQs <ul style="list-style-type: none"> <li>- “Do we fill in the gaps or rewrite the sentence in the right order for section one?”</li> <li>- “Do we make positive sentences for section two?”</li> <li>- Ask them if anyone has any questions.</li> </ul> </li> </ul> </li> </ul>
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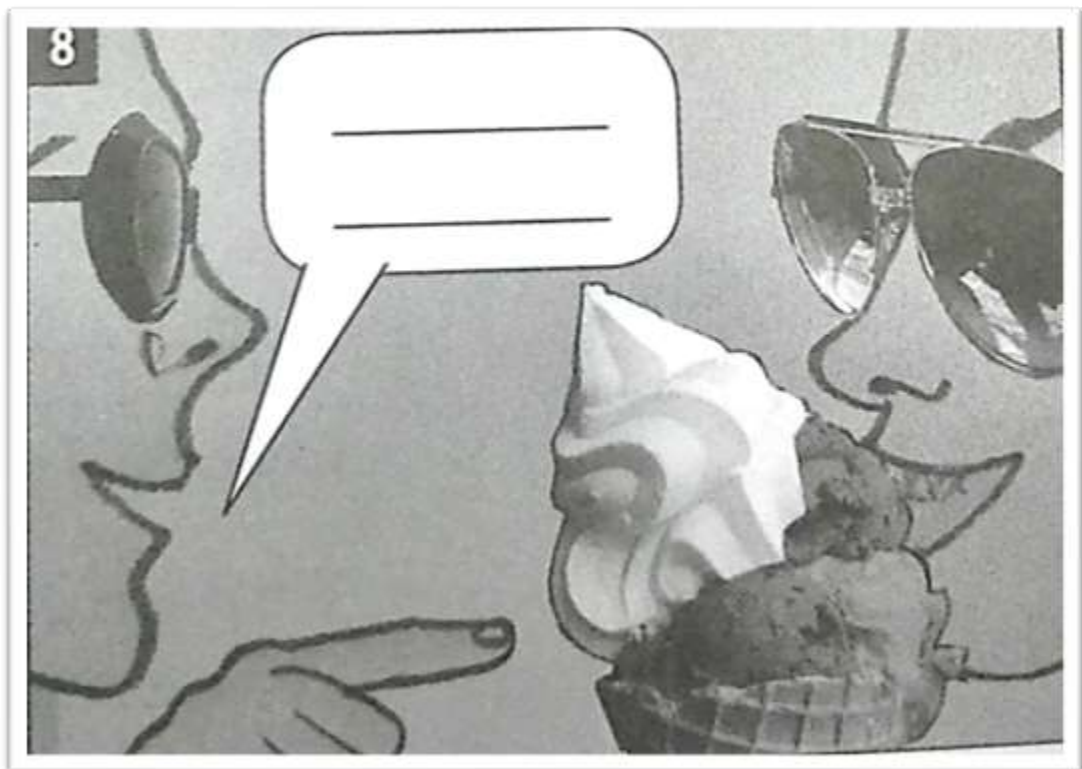
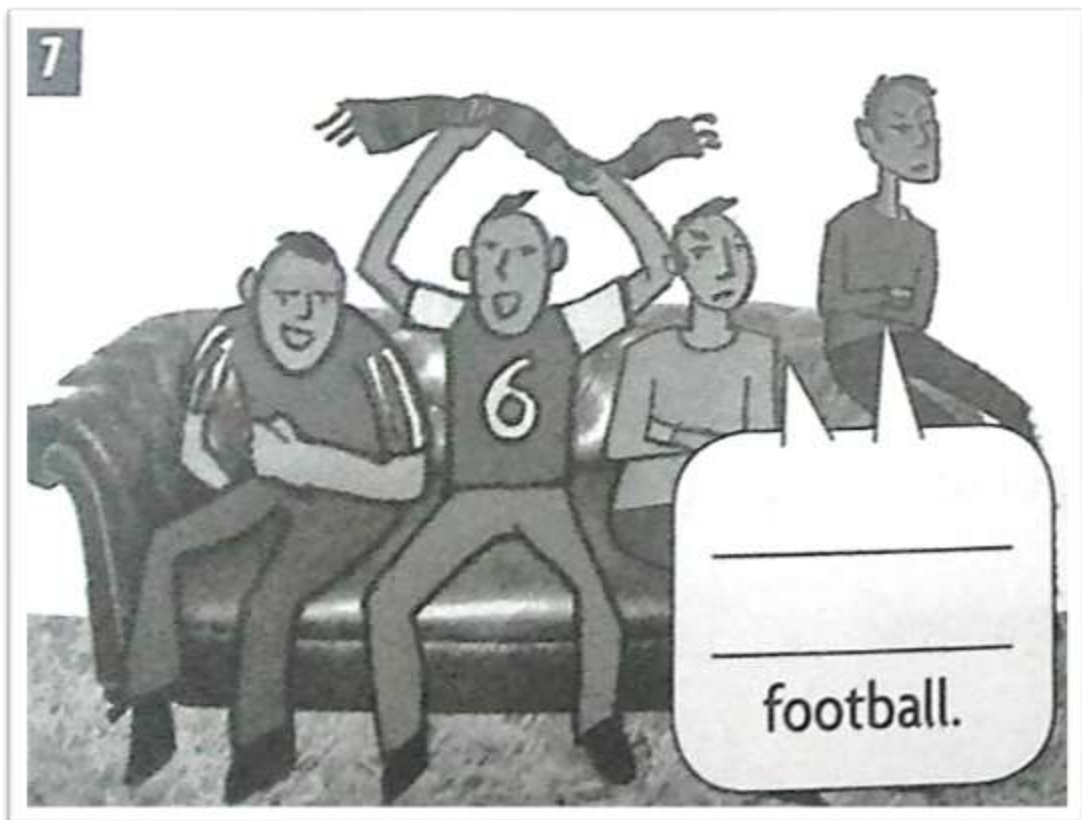
1. I like..., he/she likes..., I don't like..., they like..., we don't like..., he/she doesn't like...
2. go – goes, play – plays, wash – washes, speak – speaks, study – studies, live – lives
3. Daily activities, likes and dislikes
4. Basic grammar rules:

➤ <b>I</b>	➤ <b>I eat</b> ➤ <b>I don't eat</b>
➤ <b>You</b>	➤ <b>You play</b> ➤ <b>You don't play</b>
➤ <b>He/She</b>	➤ <b>He/She speaks/doesn't speak English</b>
➤ <b>We</b>	➤ <b>We go</b> ➤ <b>We don't go</b>
➤ <b>They</b>	➤ <b>They travel</b> ➤ <b>They don't travel</b>
➤ <b>It</b>	➤ <b>IT works</b> ➤ <b>Doesn't work</b>











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Chinese food.

What do you like to eat for breakfast?

What time do you get up in the morning?

What time do you go to bed?

Does the person next to you speak French?

What are your friend's favourite activities?

What is your least favourite activity?

What does your father do?

What does your brother/sister study at school?

What do you do every day?



Put the words in the right order to make questions

1. come / Where / you / from / do  
**Where do you come from** ?  
I come from Baltimore, Maryland.
2. father's / job / your / What's  
\_\_\_\_\_ ?  
He's a police officer.
3. you / live / Where / do  
\_\_\_\_\_ ?  
In an apartment in Baltimore.
4. eat / do / you / What  
\_\_\_\_\_ ?  
Pasta, omelettes, cereal ... I eat a lot!

Make negative sentences

1. I **don't eat** a lot of meat, but I eat a lot of pasta.
2. I \_\_\_\_\_ tea. I don't like the taste.
3. I \_\_\_\_\_ with my family. I live in my own apartment.
4. My brothers \_\_\_\_\_ golf. They play football.
5. My sisters \_\_\_\_\_ swim. They do other sports but not swimming.

## INDEX

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1. Target Vocabulary
2. Flashcards made using pictures from Headway book (2)
3. Questions for Activity 1 (created using Microsoft Word and ClipArt), bottle, plastic bag
4. Worksheet from Headway (3)
5. Video for daily activities (1)

## Citations

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1. "ESL VOCABULARY - ROUTINES." *YouTube*. 17 Oct. 2010. Web. 01 Jan. 2015.  
<<http://www.youtube.com/watch?v=KeoFVNwqZdQ>>.
2. Soars, John, and Liz Soars. "Unit 5." *New Headway plus Special Edition Beginner Oxford Learn Pack*. S.I.: Oxford UP, 2013. Print.
3. Soars, John, and Liz Soars. "Unit 5." *New Headway plus Special Edition Beginner Oxford Learn Pack*. S.I.: Oxford UP, 2013. Print.