

Instructor: Ioannis Tzortzakakis <hr/>	Course: English for Adults A1	Textbook: <ul style="list-style-type: none"> Michael Swan and Catherine Walter (2013) <i>Oxford English Grammar Course: Basic</i>, Oxford University Press, pp. 16-22. Extra material: <ul style="list-style-type: none"> Michael Swan and Catherine Walter (2013) <i>Oxford English Grammar Course: Basic, Teacher's Notes</i>, Oxford University Press.
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Weekly Objectives:

- Learners will demonstrate comprehension of the present simple tense (Affirmative, Interrogative, Negative, Verb Conjugation & Spelling, Uses) by creating and performing a question and answer conversation with a partner, and by producing a piece of writing that is true to them.

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Objective Present Simple: Affirmative Verb Conjugation & Spelling, and Uses Warm up Written Prompt on the Whiteboard, calling for personalized, real-life, answers and the use of present simple. Objective discussion Tell student that today they will learn about present simple (affirmative) and Verb Conjugation & Spelling and use of the same tense.	Lesson Objective Present Simple: Affirmative and Uses 2 Warm up Written Prompt on the Whiteboard, calling for personalized, real-life, answers and the use of present simple. Objective discussion Tell student that today they will learn more about present simple (affirmative) and use of the same tense. Instruct Teacher, having	Lesson Objective Present Simple: Interrogative & expressions of frequency Warm up Class survey: how often? As above: students ask ‘How often do you ...?’ Before starting, run over common expressions of frequency. Objective discussion Tell student that today they will learn about present simple Interrogative & expressions of frequency. Instruct	Lesson Objective Present simple: Negative Warm up Class survey: likes and dislikes Ask students to response to questions ‘Do you like ...?’ Objective discussion Tell student that today they will learn about present simple Negative. Instruct Teacher, having INDUCTIVE reasoning (Model, Infer, Elaborate) shares example sentences of Negative present	Final Assessment Assessment 1 Dramatization Students are asked to perform in couples and dramatize the “giving directions” session. Assessment 2 Biographies Expand Textbook Exercise 3 on page 22: get students to write as much as they can about themselves, using a lot of simple present affirmatives and negatives. Get students to include at least three things they love and

<p>Instruct Teacher, having INDUCTIVE reasoning (Model, Infer, Elaborate) shares example sentences of present simple, asking learners which use is referred to.</p> <p>Model Teacher produces more examples that should be relevant to learners' interests and cultures.</p> <p>Guided Practice Draw a simple map on the board, or print a local one from Google Maps and pin it. Ask students to give directions from point A to B. Help them by a question and answer session.</p> <p>Less-Guided Practice Group activity to present a route – give directions.</p> <p>Independent Practice Have each student think of a current news. And tell them to write their “news story” using present simple. Students will then submit their completed description at the end of</p>	<p>INDUCTIVE reasoning (Model, Infer, Elaborate) shares example sentences of present simple, asking learners which use is referred to.</p> <p>Model Teacher produces more examples that should be relevant to learners' interests and cultures.</p> <p>Guided Practice Using present simple in Action. Help learners produce true or fictional statements. Guide them in a question and answer session.</p> <p>Less-Guided Practice Group activity to write / narrate a short story in present simple.</p> <p>Independent Practice Habitual activities Everyone writes or says a true sentence about themselves like those in Textbook: Exercise 2 on page 28. (‘I ..., but I’m not ...ing now.’)</p> <p>Assessment Homework Learners should revise, edit and polish the rough draft of the writing</p>	<p>Teacher, having INDUCTIVE reasoning (Model, Infer, Elaborate) shares example sentences of Interrogative present simple.</p> <p>Model Teacher produces more examples that should be relevant to learners' interests and cultures.</p> <p>Guided Practice Using present simple in Action. Help learners produce true or fictional statements and questions. Guide them in a question and answer session.</p> <p>Less-Guided Practice Group activity to write questions for a job interview.</p> <p>Independent Practice Ask learners to write as many questions as possible in order to interview a native English speaker.</p> <p>Assessment Homework Learners should revise, edit and polish the rough draft of the writing produced in Independent Practice.</p>	<p>simple.</p> <p>Model Teacher produces more examples that should be relevant to learners' interests and cultures.</p> <p>Guided Practice Students write down things that they (or you) are not. They read some of their ideas aloud. Guide them in a question and answer session.</p> <p>Less-Guided Practice Group activity to write a false story using simple present forms. Things they are / have / do not.</p> <p>Independent Practice Ask learners to write as many negatives as they can while narrating a story.</p> <p>Assessment Homework Learners should revise, edit and polish the rough draft of the writing produced in Independent Practice</p>	<p>three things they hate.</p> <p>Assessment 3 Guessing identities. Collect students' biographies produced in Assessment 2, and read them out to the class. The class have to guess who wrote each one, and peer-review them.</p>
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<p>the lesson.</p> <p>Assessment Dramatization Students are asked to perform in couples and dramatize the “giving directions” objective.</p> <p>Homework: Learners should revise, edit and polish the rough draft of the writing produced in Independent Practice</p>	<p>produced in Independent Practice.</p>			
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