

Teaching English to Young Learners Assignment

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Marks: 1

You are teaching a mono lingual class of 8 year olds. There are 20 students in the class. This is the beginning of their second year of learning English. Write a 45 minute lesson plan with the following objective:

Objective: For students to learn and practise 6 new action verbs

Please include the following information:

Target language (list the action verbs you will teach)

Assumed knowledge (for example, list some vocabulary and grammatical structures the students already know, which can be of use during the lesson)

Anticipated problems

Solutions

Preparations and aids

A step-by-step plan of the entire lesson including the timing of each stage and activity.

(Please write a minimum of 200 words).

Answer:

Preparation

Level	Elementary
Lesson Length	45 minutes
Objective	For students to learn and practise 6 new action verbs
Target Language	To bite, to bring, to hide, to shout, to show, to whisper
Assumed Language	1. Present simple, present continuous. 2. Other simpler vocabularies to help define the new terms (teeth, appearances, to come, to go, to take, to carry, to talk)
Anticipated Problems	1. Confusing “to bring” with “to take”. 2. Applying verbs using the appropriate context.
Solutions	1. Explain that one normally asks people to bring things (“come”) and one takes things (“go”) to other people. 2. Drilling and making connection of the verbs to something that the

	students are familiar with.
Preparation & Aids	Pictures that to elicit action verbs, a set index cards with verb action names, marker and whiteboard, worksheets for homework and practice activities.

Lesson Plan

Stage	Activity	Interaction	Timing
1	Warmer: Show/Draw pictures on the board portraying actions. The students are to write the name of the verb action down and create a simple sentence using it. These verbs will be useful for today's lesson. Plenary: Volunteers will share their responses and sentences. Revision of last lesson, check homework.	T-S S-T	4 mins
2	Lead-in: Form students into groups of 4. Students will face all the desks towards the back of the classroom. A representative for each group will go up front. The teacher will state each action verb to the representative by miming (e.g. say "to whisper" in a very soft voice) until everyone can perform it. The representative will then go back to their group to mimic what the teacher did to present each word to the group. A different representative should come up for the next word. Desks will be returned after all 6 action verbs are presented.	S-T	5 mins
3	Presentation: Write the 6 action verbs on the board (e.g. to bite, to bring, etc.). Drill chorally and orally. Elicit the definitions of each verb to the class using how each verb was presented (When/why/what/how do we bite?) Explain in detail the definitions of "to bring". Use previously learned vocabulary to explain each one. Drill chorally and orally after defining each one.	T-S-T	5 min
4	Presentation: The teacher will write all 6 action verbs in the present tense on the board. Elicit the present continuous form for each verb and write it on the board. Drill chorally and orally each one again.	T-S-T	1 min
5	Presentation: The teacher will now create sentences using each verb. Pictures and drawings will be shown on the board to describe each sentence. Elicit the sentence by asking the students about what is happening in each drawing/picture. (e.g. Tim bites the apple. [What is his name? What is he doing? What is he biting?]) Sally brings her laptop to class. [Where is she going?] Etc.). Drill chorally and orally each sentence.	T-S-T	5 mins
6	Controlled Practice: Pictionary Groupwork activity – the class will be divided into 5 groups of 4. Action verb names will be written on each card. I will mix about 4	GW S-S	9 mins

	of the previously learned action verbs with the new ones (a total of 10 action verbs). Have a student from each group pick a card randomly and draw a picture on the board. Only the group members can guess while the rest remains quiet. If the group members cannot guess within a minute, the other students can steal that point. The next group will then have their turn.		
7	Plenary: Feedback on activity. A bonus verb will be drawn by the teacher for an extra point. The winners will be awarded with a prize.	T-S	1 min
8	Controlled Practice: Individual practice – assign a gap-fill worksheet. Students will insert the appropriate verb into each blank. Answers will be shared with the class.	T-S	3 mins
9	Production: Pass-along Pairwork activity – the teacher will require pairs to come up with a story involving the 6 new vocabulary verbs. A piece of paper will be started by a student and start writing a story using one of the verbs with a complete sentence. The paper is then passed along and the other student will write another sentence to continue the story using another verb. In the end, it will be a 6 sentence story using up all the verbs.	PW S-S	5 mins
10	Plenary: Feedback on activity. Pairs will share their created stories to the class (amusing).	S-T	6 mins
11	Homework: Assign a worksheet that involves pictures with the subject names written below them (e.g. A picture of a man with their mouth wide open / Bill). Students are required to write complete sentences for each (Bill is shouting “I’m hungry!”).	T-S	1 min