

University of Diyala
College of Basic Education
Department of English
Morning Studies/ 2nd Course
Lesson Plan

-Background

Lesson Plan is a set of guidelines for the evaluation and the use of textbooks in the classroom and it is a sort of reinforcement of various technological aids that can strengthen the learning process. The idea of having a plan for the lesson may be familiar to the teachers. In most cases the lesson plan usually covers a period of a lesson or a semester or one academic year, usually 45-50 minutes. I will give shape to the familiar lesson plan that can be used in the period, the share one lesson any full 45 minutes. However, we will use this form to plan the lesson to describe the shortest activities, such as exercises and tasks. And using lesson plans for at least two reasons:

First, familiarize or help teachers plan or make axis correlated overall objective of the lesson and evaluation to achieve lesson goals: What students learn in fact carried out in the same lesson and before it is over that any goals of the lesson is the decision taken by the teacher to be the student after the lesson ends.

Second, help teachers control the lesson administration in the best way, because it determines the amount of time spent for each component of the lesson has already. There are many ways to write a lesson plan.

In this section, we'll offer a lesson plan that components of the plan, which is used in most of the English speaking world where English is taught through the curriculum way communicative format. The following lesson plans contain these elements: goal, objectives and physical Objective (if necessary), and actions Procedure, and Evaluation.

Evaluation. We will call this case Acronym GOMPE the first letter of each element of the lesson plan for the formation of the name.

Goal

The goal of the overall objective of the lesson states what we want to achieve at the end of the lesson. If we have studied for reading and explain the English adjectives, for example, we need to identify the main kinds, positions, uses of adjectives and then a good target for the lesson will be built during this time line. This would also be a good title for the lesson, so we can assume that the goal and the address associated with the lesson.

Objective

Educational Lesson goals are more specific goals. The students' steps are needed to take in order to achieve this goal, which was taken as a decision prior to the teacher's commitment to its educational process began before, during and even before its completion and evaluation process. We recall exactly what students should have it in the end what will be able to do after the lesson. Typically there is a time line of written goals for students will inform them.....

For example, if students are building the time to familiarize lines, the goals may be as following:

1. Students will be able to read the adjectives and select the important information.
2. Students will be able to make a critical argument about the information in the order in which they occurred order (in chronological order).
3. Students will be able to write with the timetable for these information.

Remember - the goals are the things that have made the students. It does not refer to the activities of teachers.

Teaching Equipment: Material

This succeeded lesson must contain a list of all materials needed for the lesson and equipment. This seems obvious, and here the element is very important in a situation where the teaching equipment is available and that will help the teacher present a lesson in the best case organized. In our case we could default must be of materials and equipment as follows:

- if necessary, processing short-cut is intended to read the diagram (paragraphs 5 to 10) for some people.
- papers and pencils for students.
- blackboard and crayons for the teacher.

This procedural element refers to the teacher's activities before, during and after the lesson. In the procedures of lesson plan, each teacher activities are listed in the order in which they are extended practice occurred during the lesson. In the proceedings can also determine the amount of time for each step of the lesson that should be taken by the teacher. This section also should contain information on the visual composition of the groups of students of activity (in groups, pairs, a complete array etc.) and determine the steps that precede any activity. So, we have a time table for the lesson, and the lesson plan look like as follows:

1. The teacher asks the students if they have heard about the timetable by (1 minute).
2. Explain the status of the timetable for students and sets an example of the schedule on the blackboard. (4 minutes)
3. Gives the teacher instructed the students to carry out the activity schedule, and students are required to Move to Reading CV in their books. (3 minutes).
4. The teacher reads aloud to students (1 minute –ξ).
5. The teacher asks students to read silently and write important in CV events in reading passage (5 minutes).
6. The teacher asks the students to build a timeline using the significant events that make up the CV in reading. (five minutes).
7. The teacher asks students to write a specific timeline on the chalkboard. (2 – √ minutes).
8. The teacher discusses with students the timeline. (4 minutes -^

Rating: Evaluation

This could include the assessment tests and examinations, but are not limited to the teacher only. It can be formal or informal assessment, for example, the teacher comments on the oral performance of students.

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Morning Studies- 2nd Course
3rd Stage- Grammar

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Lesson Plan 1

Subject: **Adjectives**

Time: 50 Mins

Material: blackboard and chalk

Sources:

1. Thomson, A. J. & Martinet, A. V. (2010). **A Practical English Grammar**. Oxford: Oxford University Press.
2. Quirk, R. et. al., (1985). **Comprehensive English Grammar**. London: Longman.
3. Eastwood, J. (2003). **Oxford Practice Grammar**. Oxford: Oxford University Press.
4. **English Grammar in Use**.

Preparation

Before starting the lecture I have to write the date of Today on the left, the item and underlined it in the middle: Grammar and under the item: Grammar I write the subject: The adjectives and the main headlines of the subject: adjectives written on the left of the blackboard such as:

- The definition(s) of adjectives
- The main kinds of adjectives
- The main forms of adjectives: Participles uses as adjectives

By the way the above headlines just for one lecture.

The Activities

1- Introduction (5 Mins)

In order to make a link between the previous lecture and the coming/ new one, I have to reminder the student about the previous lecture using the ask and answer conversion. For example, if the previous lecture was about Adverbs, I ask the student to give me at least two examples about the adverbs including the words "fast", and "back" then I use the same words as adjectives, see the following examples:

As adverbs

He comes *fast*.

They come *back* soon.

As adjectives

The train is *fast*/ the *fast* train.

The *back* door

2- Presentation (40 Mins)

Here, I have to follow the following steps:

1. First I ask the student to open the (selected/ wanted) book and listen to me. Then I start to read and define the word "adjective", i.e., saying that adjective is "a term used to describe a noun, normally the adjective preceded the noun." then I ask two or three students to read the same definition, then I ask the all students to highlight and write the definition in their copybooks and memorize it later. (5Mins)

2. At the same time I give two or three examples about adjectives in general and write them on the blackboard and show the student where is the adjectives.

For examples:

-She is beautiful. ___ 'beautiful' is an adjective

-That man is my father. ____ 'that' is an adjective

-The good teacher is my friend. _____ 'good' and 'my' are adjectives, etc.

Similarly and in turn I ask the students to give me another examples of adjectives and write them on the backboard too. (10Mins)

3. After definition with examples in general, I also start to show another headline of adjectives which is the types of adjectives. Again I start to read and explain this headline with examples and write them on board.

For examples:

The main kinds of adjectives

1. Demonstrative, e.g., *this, that, these, those* ___ here, I give the students sentences including these words and show them how these words are used as adjectives depending on certain formula such as:

-This| that| these| those + noun ____ *This* book is useful.

That man is my father

Those students are clever.

After that I ask the student to use or follow this formula to give me sentences or examples using this type of adjectives and write them on the board.

Actually, I'm going to follow the same procedure with the other types of adjectives such as:

1. Distributive, e.g., *each, every, either, neither*

2. Quantitative, e.g., *some, any, no, little/few, many, much, one, twenty*

3. Interrogative, e.g., *which, what, whose*

4. Possessive, e.g., *my, your, his, her, their, its, our*

5. Of quality, e.g., *beautiful, clever, good, rich, dry*

Then I use some of the above words like *this, that, each, some, my, rich* in sentences and write them on the board. For examples:

This as in 'This book is mine.' ____ *this* is an adjective: demonstrative

Some as in 'Give me some water.' ____ *some* is an adjective: quantitative

Rich as in 'My father is rich.' ____ *rich* is an adjective: of quality, and so on.

In turn I ask the students to give me examples and write them on the board one by one.

3- Evaluation (5Mins)

In this activity I give the students a quiz / short exam about the subject may be this can be done orally or written it depends on time. For instance, I ask the student to prepare a paper and pen to write and answer the following question.

Q1/ Write sentences using the following words as adjective. (Do 5) (10Ms)

sunny, poor, ashamed of, interest, gloomy, handsome, anxious

The answers:

sunny_____ The **sunny** day/ The day is very **sunny** today.

Poor____ The poor man/ That man is **poor**.

ashamed of_____ I'm **ashamed** that I've nothing better to offer you.

interest_____ She is **interested** in Math.

Gloomy_____ His face seems **gloomy** today.

handsome_____ the handsome man / That man is very **handsome**.

anxious_____ I'm **anxious** to see the Carnival.

Lesson Plan 2

Subject: **The Positions/ Uses of Adjectives**

Time: 50 Mins

Material: blackboard and chalk

Sources:

1. Thomson, A. J. & Martinet, A. V. (2010). **A Practical English Grammar**. Oxford: Oxford University Press.
2. Quirk, R. et. al., (1985). **Comprehensive English Grammar**. London: Longman.
3. . Eastwood, J. (2003). **Oxford Practice Grammar**. Oxford: Oxford University Press.
4. **English Grammar in Use**.

Preparation

Before starting the lecture I have to write the date of Today on the left, the item and underlined it in the middle: Grammar and under the item: Grammar I write the subject: The positions of adjectives and the main headlines of the subject written on the left of the blackboard such as:

- How to use adjectives attributively
- How to use adjectives predicatively

By the way the above headlines just for one lecture.

The Activities

1- Introduction (5 Mins)

In this activity I have to reminder the students about the previous lecture asking them to tell me for example the definition of adjectives and the main kinds of adjectives.

2- Presentation (40Mins)

Here, I have to read in the book first and ask the student to listen. Show the student the examples in their book then write these examples on the board in order to show the student how the adjective used attributively and predicatively. In fact, in this

activity I try to start first with the same words that can be used in two positions attributively and predicatively at the same time because this will help the student to understand the subject well and easily. Also in this activity I have to explain what are the differences between the two positions of adjectives, e.g., in the attributive position the adjective(s) come(s) before or precede(s) the noun(s) while in the predicative position the adjective(s) is preceded by link verbs or copula. See the following formula:

Adjective+ noun _____ attributive use as in 'the *beautiful* girl', 'the *good* job',

Link verb or copulas+ adjective _____ predicative use as in 'The world is *asleep*.', 'This boy is *alone*.', 'That girl is *beautiful*.'

More examples:

Adjectives used Attributively

The *good* farmer

The *rich* man

This book

Adjectives used Predicatively

The farmer is *good*.

The man is *rich*.

He felt *cold*. And so on.

According to the above formula, I ask two or three students to give me examples and write them on the board.

3- Evaluation (5Mins)

Here, I give the student a short exam including one question. In order to evaluate their comprehension I ask them to answer the following question.

Q1/ Write sentences using the following adjectives attributively.

wooden, attractive, clever, kind, useful, lovely

Lesson Plan 3

Subject: **Present and Past Participle Adjectives**

Time: 50 Mins

Material: blackboard and chalk

Sources:

1. Thomson, A. J. & Martinet, A. V. (2010). **A Practical English Grammar**. Oxford: Oxford University Press.
2. Quirk, R. et. al., (1985). **Comprehensive English Grammar**. London: Longman.
3. . Eastwood, J. (2003). **Oxford Practice Grammar**. Oxford: Oxford University Press.
4. **English Grammar in Use**.

Preparation

Before starting the lecture I have to write the date of Today on the left, the item and underlined it in the middle: Grammar and under the item: Grammar I write the subject: The order of adjectives and the main headlines of the subject (where found) written on the left of the blackboard.

By the way the above headlines just for one lecture.

The Activities

1- Introduction (5 Mins)

In this activity I have to remind the students about the previous lecture asking them to recall the most information of the previous lecture for example I ask them a short quiz such as what are the main positions of adjectives? Here I prefer the students to answer me orally to save time and trouble. To recall the previous lecture this helps me make a link between the previous and coming/ new lectures.

2- Presentation (40Mins)

Here, I start with new subject which is about main forms of adjectives, they are present participle adjective (-ing form) and past participle adjective (-ed/ -en form).

Here, I have to read and show the forms of adjectives and write them on the board and show the students how these forms are done.

Examples of present participle adjective:

1. I read an **interesting** story.
2. He asked me an **embarrassing** question.
3. The film seems very **interesting** to me.

Examples of past participle adjective:

1. I don't like **frozen** fish.
2. I mended the **broken** window.
3. He feels **tired** today.

In turn I ask the students to give me another examples according to the above formula. (5Mins)

3- Evaluation

In this step and in order to check the students' comprehension I will ask the student a short question or what is called make a quiz for 5 minutes before the lesson over. For example see the following question.

Q/ Complete the conversation. Write the complete word in each space.

Vicky: That was an(excit.....) film, was'nt it.

Rachel: Oh, do you think so? I'm (surprise.....) you liked it.

I thought it was rather(disappoint.....).

Vicky: Well, I was (puzzl.....) once or twice. I didn't understand the whole story. It was(confu.....) in places. But the end was good.

The answers:

exciting, surprised, disappointing, puzzled, confusing

Lesson Plan 4

Subject: **The Order of Adjectives**

Time: 50 Mins

Material: blackboard and chalk

Sources:

1. Thomson, A. J. & Martinet, A. V. (2010). **A Practical English Grammar**. Oxford: Oxford University Press.
2. Quirk, R. et. al., (1985). **Comprehensive English Grammar**. London: Longman.
3. Eastwood, J. (2003). **Oxford Practice Grammar**. Oxford: Oxford University Press.
4. **English Grammar in Use**.

Preparation

Before starting the lecture I have to write the date of Today on the left, the item and underlined it in the middle: Grammar and under the item: Grammar I write the subject: The order of adjectives and the main headlines of the subject (where found) written on the left of the blackboard.

By the way the above headlines just for one lecture.

The Activities

1- Introduction (5 Mins)

Again in this activity I ask the students two or three questions about the previous lecture. For example if the previous lecture is about the positions of adjectives, I ask the student to answer me how many positions do the adjectives have, and what are they. Then I ask the students to write their answers on the board for discussion. After that and when every thing is clear I ask the students to start with new subject.

2. Presentation (40Mins)

Here, I have to read and explain several possible variations of adjective order:

1. **Opinion** (how good) _____ *wonderful, nice, great, awful, good*

saying that these adjectives should come first and preceded the nouns as in the following formula, by the way I should write the formula on the board such as:

wonderful+ noun _____ as in **a wonderful place**

nice + noun _____ as in **a nice day**

good+ noun _____ as in **a good man**,..... and so on. Then I ask the students to give me two or three examples according to the above formula.

2.Size _____ *big, small, large, long, short, tall*, etc., saying that these adjectives should come first and preceded the nouns as in the following formula, by the way I should write the formula on the board such as:

big + noun _____ as in **a big dog**

tall + noun _____ as in **a tall hair**

small + noun _____ as in **a small house**

According to the above formula, I ask two or three students to give me similar examples and write them on the board. After that I need to ask the students if the above formula clear or not before starting with new order of adjectives, if they answer "yes" I will start with the next order but if they answer "no" I keep giving them more examples. When every thing is fine I will start with next order. In fact, I'm going to use the same procedure with the rest, i.e., with the rest order of adjectives like:

3.Most other qualities _____ *quiet, famous, important, soft, etc.* + noun

4. Age _____ *new, old* + noun

5. Colour _____ *red, green, black, white, brown*+ noun....and so on.

6.Origin (where found?)

7. Material (made of?)

8. Type (what kind?)

9. Purpose (what for?)

After that I have to explain to the students to keep in their minds the order, i.e., which comes first. _____ (opinion, size, other qualities, age, colour, origin, material, type, purpose). For examples:

a small green insect (size, colour); *Japanese industrial designers* (origin, type); *some nice easy quiz question* (opinion, quality, purpose)

Again I ask the students to give me examples, i.e., two or three examples and write them on the board and then show me the order.

3- Evaluation (5Mins)

In this activity and in order to evaluate the students' comprehension I ask them to answer a short exam or quiz including at least one question. For example:

Q1/ Choose the correct answer in brackets.

1. I watched a.....film last night.
(three hours, three-hour , three-hours)
2. We met the.....boy standing near the restaurant.
(seven-year-old, seven year old, seven-years-old)
3. Maha read a.....book.
(three-hundred-page , three-hundreds-pages, three hundred page)
4. A team have gone to look for the lost child.
(man-six, six-men, six-man)
5. We met aman. (blue-eye, blue-eyes, blue-eyed)

The answers:

- | | | |
|---------------|-------------------|-----------------------|
| 1. three-hour | 2. seven-year-old | 3. three-hundred-page |
| 4. six-man | 5. blue-eyed | |

Lesson Plan 5

Subject: **The Comparison of Adjectives**

Time: 45-50 Mins

Material: blackboard and chalk

Sources:

1. Thomson, A. J. & Martinet, A. V. (2010). **A Practical English Grammar**. Oxford: Oxford University Press.
2. Quirk, R. et. al., (1985). **Comprehensive English Grammar**. London: Longman.
3. Eastwood, J. (2003). **Oxford Practice Grammar**. Oxford: Oxford University Press.
4. **English Grammar in Use**.

Preparation

Before starting the lecture I have to write the date of Today on the left, the item and underlined it in the middle: Grammar and under the item: Grammar I write the subject: The comparison of adjectives and the main headlines of the subject (where found) written on the left of the blackboard.

- Comparison for one syllable

-Comparison for two syllables

By the way the above headlines just for one lecture.

The Activities

1- Introduction (5 Mins)

Again in this activity I ask the students two or three questions about the previous lecture. For example if the previous lecture is about the positions of adjectives, I ask them to answer me how many positions or uses do the adjectives have, and what are they after they answer the questions again I ask them if they hear about comparative and superlative degrees of adjectives which are our present subjects. Actually, our present subject is about regular comparison only while irregular comparison should be another lecture.

2- Presentation

After introduction activity, again I start with new activity which is presentation. Here, I have to present two kinds of comparison : first comparison for one syllables this means that if the word consists of one syllable its comparison should follow the following formula adding (-er) in **the comparative degree** and (-est) in **superlative degree**.

For examples:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
big	bigger	biggest
clear	clearer	clearest
small	smaller	smallest

In turn, I ask the student to give me similar examples and write them on the board.

After that I will start with another group of words, i.e., words consist of two syllables. In this case I will show the students another formula for this group. It is **(more) addition for comparative degree** and **(most) for superlative degree**.

For examples:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
useful	more useful	most useful
beautiful	more beautiful	most beautiful
careful	more careful	most careful

Again and in turn I ask the students may be two or three students to give me similar examples.

3- Evaluation (5Mins)

To check the students' comprehension I ask them to answer the following quiz. Normally, this activity should be before the lesson finished. i.e., in the last 5minutes of the lecture.

Q/ Do as required.

Big,	bigger,	biggest		
Quick,,,	Heavy,,
Fast,,,	Wonderful,,
Clever,,		

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