



**POSTGRADUATE INSTITUTE OF ENGLISH**

**THE OPEN UNIVERSITY OF SRI LANKA**



MA IN TEACHING ENGLISH AS SECOND LANGUAGE 2021/22

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**Reg. No.: PGIE/TESL/21/D048**

**Course Code : PGP8503**

**Course Title: Teaching Practicum**

**Assignment No: Lesson plan 10**

**Academic Year: 2021/2022**

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REG NO: PGIE/TESL/21/D048

Signed: C.V.D Jayasuriya



**LESSON PLAN  
TEMPLATE**

**Course: Teacher Continuing Professional Development, Mentoring & Supervision MA TESL**

<b>NAME OF THE SUBJECT/COURSE:</b> <b>English for Humanities and Social Sciences- ELA1101</b>	<b>GRADE &amp; CLASS:</b> First year undergraduates of a state University <b>Group 19 (Basic Competence in English)</b>	<b>DATE:</b> 07.09.2022
	<b>No. of Students:</b> 37 students	<b>DURATION:</b> Two hours
<b>UNIT:</b> Lesson 02		<b>LESSON [TOPIC]:</b> Describing People-Activity 04 (Structure-Verb form- to be and to have)
<b>THE MAIN SKILL/S FOCUSED:</b> Reading and Writing		<b>SUB-SKILLS FOCUSED:</b> <ol style="list-style-type: none"> <li>Employ the accurate be verb (is) with the third person singular form (He/She/It)</li> <li>Employ the accurate be verb (are) with the plural forms (You,/ They/ We)</li> <li>Employ the accurate to have (has) with the third person singular form (He/She/It)</li> <li>Employ the accurate to have (have) with the plural forms (You,/ They/ We)</li> <li>Select the appropriate verbs form to fill in the blanks</li> <li>Select the appropriate verb form to construct meaningful sentences</li> <li>Order the sentences based on the correct usage of subject ,verb and object</li> <li>Recognize correct spellings for words</li> <li>Retain the language structures learnt in</li> </ol>

	<b>the short term memory</b>
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**Focused Competency & level (e.g. Syllabus/TG/UTEL/CEFR)**

**Main Competency: UTEL Band 4- Reading and Writing**

**Competency Level/s:**

**4.1 Ability to comprehend simple instructions**

**4.2 Understand the basic grammar structures**

**4.3 Ability to write short descriptions on personal/familiar topics using simple sentences and basic punctuation**

**4.4 Ability to comprehend the general meaning of a text**

**OVERALL TEACHING AIM:**

**At the end of this lesson the students will be able to use the verb forms 'to have' and 'to be' accurately in sentences.**

**SPECIFIC OBJECTIVES/LEARNING OUTCOMES:**

**THESE OUTCOMES MUST CONTAIN ALL THE FOLLOWING DOMAINS**

**I. COGNITIVE DOMAIN OUTCOMES**

The students will be able:

1. to apply the rules learnt in class and make meaningful sentences correctly
2. to choose the correct verb form to fill in the blanks precisely
3. to arrange the sentences based on the correct verb form used

**II. PSYCHOMOTOR DOMAIN OUTCOMES**

The students will be able:

1. to practice the verb forms by repeating the sentence structures accurately
2. to answer the questions using the 'to be' and 'to have' verb in groups accurately
3. to modify their answers using the verb forms 'to have' and 'to be' precisely
4. to create their own sentences with less errors using the verb forms 'to have' and 'to be'

### III. AFFECTIVE DOMAIN OUTCOMES

The students will be able:

1. to discuss and justify their answers
2. to adopt the verb form and use it in their day today life accurately
3. to interact with each other by using the verb form 'to have' and 'to be' precisely
4. to locate the verb forms accurately in the correct place

Specific Objective/Learning outcomes	Activity No.	Corresponding Step No.	Time allocated
The students will be able to trigger their knowledge on the usage of the verbs 'to be' and 'to have' in describing the appearance of people	Pre-activity	Presentation	10 minutes
The students will be able to employ the verb forms 'to have' and 'to be' accurately	Activity 04	Step 01 Practice	40 minutes
At the end of this activity the students will be able to locate the verb forms accurately in the correct place	Activity 04	Step 02 Practice	30 minutes
The students will be able to write five sentences using the verb forms 'to have' and 'to be' accurately	Activity 05	Production	30 minutes
The students will be able to create their own sentences with less errors using the verb forms 'to have' and 'to be'	Post activity	Production	Homework

### TEACHING/LEARNING RESOURCES: MATERIAL/TEXTBOOK/WORKBOOK/RESOURCES/:

1. A comfortable classroom which can accommodate 35 students
2. Material-Hard copies for students
3. White board and a marker pen
4. Picture cards

### PRE-LESSON ACTIVITY

Through this pre-activity the students will be able to get a basic understanding on the usage of the verbs ‘to have’ and ‘to be’ used in describing the appearance of people.

### PRESENTATION

#### Pre activity

**Question and answer session – Display the pictures and ask questions from the students and record their responses**

Procedure	**What Teacher does	What Students do	Time in minutes
Step 01	1. Display picture one to the students	1. Look at the picture with great enthusiasm	10 minutes
Step 02	2. Ask questions based on picture one from the students For example: <b>Are they happy?</b> <b>Do they have long hair?</b> 3. Formulate the questions in a manner which will enable the students to respond using the ‘to be’ and ‘to have’ verbs 4. Records the answers in the white board Repeat the same procedure with the other pictures and elicit responses from the students	2. Respond to the questions posed by the teacher For example: <b>They are happy/They have long hair</b> 3. Respond to the questions using the ‘to be’ and ‘to have’ verbs 4. Identify and recognize the verb forms when responding to the questions	
Step 03			

### PRACTICE

Procedure	**What Teacher does	What Students do	Time in minutes
Step 01	1.Follow the answers written after the pre-activity and introduce the students to the verbs 'to have' and 'to be' 2. Select a student randomly and ask the student to read the structures given in the activity	1. Listen to the teacher attentively 2. Listen to the structures read by the peer	40 minutes
Step 02	3. Provide more examples on the usage of the verbs 'to have' and 'to be'	3. Practice the sentences introduced to them	
Step 03	4. Introduce more examples for the students and ask them to make 05 sentences from each verb	4. The students make sentences using the two verbs	
Step 04	5. Provide feedback to the students by: Appraising them Correct mistakes Model the correct form	5. Correct the mistakes when feedback is given by the teacher	
Step 05			

#### Activity 04 – Step 01

### Activity 04 – Step 02

Procedure	**What Teacher does	What Students do	Time in minutes
Step 01	1. Introduce the activity to the students	1. Reads the information given in the activity	30 minutes
Step 02	2. Closely monitor the students when the activity is done	2. Starts filling the gaps with the use of the two verb structures	
Step 03	3. Correct the answers by randomly asking the students to give the answers	3. Correct the errors	
Step 04	4. Provides a general feedback on the errors made by the students	4. Listen to the teacher and correct the errors	



### Activity 05- Individual activity

Procedure	**What Teacher does	What Students do	Time in minutes
Step 01	1. Introduces the students to the topic	1. Read the topic and start writing	30 minutes
Step 02	2. Ask the students to read the answer to the class	2. Read the answer to the class	
Step 03	3. Provide feedback to the students on the work done Appraising them Correct mistakes Model the correct form	3. Correct errors based on the comments given by the teacher	
Step 05	5. Introduce the students to the Post lesson activity	5. Listen to the teacher and comprehend the activity	

### CONSOLIDATE VIA ASSESSMENT ON LEARNING AND/OR ASSESSMENT AS LEARNING

### PRODUCTION

#### Post lesson activity

Procedure	**What Teacher does	What Students do	Time in minutes
Step 01	1. Provides clear	1. Creatively present their ideas	Homework

	instructions to the students	to describe themselves in the poster	
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## Reflections

The above lesson was conducted to the First Year Undergraduates of the Faculty of Arts, University of Peradeniya. This lesson was conducted on 07.09.2022 from 3 p.m. to 5 p.m. As expected before the class, the pre activity helped the students to get a basic idea of the lesson that was planned for the day. The students were able to incorporate the words learnt in class to describe the people in the picture. As most of the structures were repeated in the lessons most of the students came up with the structures learnt in class. Of the majority two to three students were not able to come up with the structures. Instead they came up with words related to the pictures.

I expected to do activity 04 step 01 in the form of a discussion in the class. As the two verbs were introduced at the same time some students found the learning of structures to be confusing. However, all the students did not cooperate in the discussion. Most of the students were confused with the usage of the two verbs. Here too, I had to repeat structures and provide more examples for the students. I encouraged the students to participate in the discussion by asking them to form sentences, and also followed the Socratic method of teaching in which I asked them questions till they were able to comprehend the grammar structures. Though I pre-planned to do step 02 of the lesson right after the discussion I experienced that many students needed practice before moving on to step 02. So as a quick activity I asked the students to make sentences from the verb forms introduced in class. This helped them to understand the difference between the two verb forms. Thus, after the explanation and introduction of more examples, students came up with error free sentences by incorporating the two verb forms. Step 02 (the exercise) was done after providing feedback to the students for the quick activity. Majority of the students got all answers correct for the questions in

step 02.

As a lot of practice was done related to the verb forms, of the 47 students only a very few students made errors in the writing involved in activity 05. Before the lesson was done, I expected the students to make a lot of errors related to this activity. However, with a lot of practice there were less errors in the sentences that they wrote. The students came up with interesting structures to describe their close relatives. As the students did a similar activity as a post activity they did not make many errors in this piece of writing.

## Appendix

### Pre activity

**Display the following picture to the students and elicit answers from the students. The teacher can ask the following questions from the student (Questions may vary from picture to picture).**

1. Who is there in the picture?
2. Are they happy?/Is she tired?
3. Does he have short hair? / Does he have curly hair?











## ACTIVITY 04

### Step 01-Structure

to be		
Subject	Verb	Complement
She	is	very fit and lean.
Her eyes	are	brown.
My aunt	is	very generous.
to have		
Subject	Verb	Object
She	has	wavy black hair
Prasanna	has	a large nose.
Sheila	has	long hair.

Look at the following sentences from the passage on Aunt Rita:

*She is very fit and lean.*

*Her eyes are brown.*

*She has wavy black hair.*

The verb used in the first two sentences is “to be” and the last sentence uses “to have”. When we describe people based on their appearance and character, we use these verbs quite often.

### Step 02

**Read these descriptions. What are the missing words? Write *is* or *has*.**

1. She ..... around 20. She ..... tall, slim and beautiful. She ... long straight black hair.
2. He ..... of average height and average build. He ..... a ponytail. He ..... handsome.
3. She ..... really cute. She ..... medium length wavy hair, and big beautiful eyes.

4. He ..... of average height and average build. He ..... a ponytail. He ..... handsome.
5. She ..... around 60. She ..... short curly hair, and wears glasses.
6. He ..... a wide face and a dark complexion. He ..... very muscular.
7. She ..... fair and tall. She ..... nicely shaped hands.
8. He ..... very lean. He ..... bushy eyebrows and a beard.
9. She ..... in her mid-thirties. She ..... big expressive eyes.
10. He ..... a limp. He ..... very good looking.

**ACTIVITY 05:** Write five sentences about ONE of the people you described in ACTIVITY 02 using “to be” and “to have”

## Post activity

## Be creative!

Create a poster to describe yourself. Use the verbs 'to be' and 'to have' and write 10 to 15 sentences to describe yourself. You can share your posters in the class next day.

## **Appendix**

### Activity 04- Step 01

More examples for students

1. My mother has long hair
2. The actress has a pointed nose
3. My roommate is fat and attractive
5. We are happy
6. They have short hair
7. It has big ears
8. I have big eyes

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