

In the name of the first Teacher



*Success and failure originate from
man himself.*

(Imam Khomeini)

Ministry of education of the I.R of IRAN

Organization of education

Hamedan province

Malayer Nemuneh high school

A daily lesson plan

English Book 2

Prepared by:

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Festival for premier methodology

Ardabil province - 1389

Total Features	<i>Name:</i> English Book(2)	<i>Grade(2)</i> <i>High school</i>	<i>Place:</i> Ardabil province Ardabil city	<i>Reference:</i> Book(2)
	<i>Subject:</i> Lesson one <i>Grammar:</i> “past perfect”	<i>Date:</i> 2011 <i>Summer</i> <i>Time:</i> 30 minutes	<i>Number of students:</i> (9) Teacher’s name: Mehdi Dadras	<i>Other references:</i> Grammar in use Dictionary

Main aim:

The students will be taught the concept and application of new pattern: “Past perfect”.

Main points & Concepts	Goals	Aims of cognitive domain	level
1-Forms of verbs (Review)	1- Regular & Irregular verbs 2- Past participle	1- The student should be able to recall different forms of verbs.(Pages 99-100) 2-He should realize correct forms of verbs used in sentences. 3- He is able to use “verbs” in new contexts. 4- He should know the usage of “ <i>past participle</i> ” in “ <i>passive</i> ” and “ <i>present perfect</i> ” tense.	Knowledge Comprehension Application Analysis
2- Past perfect	1- Discovering new pattern 1- Affirmative 2- Question 3- Negative 4- Doing	1-The teacher helps the students to discover new pattern.(Pages 6-8) 2-Different forms of new pattern are used by the students individually and are practiced in their groups. (I.e. transformational drills.) 3- Newly-taught	Comprehension Application

	different exercises	grammatical point should be internalized by the students.	Synthesis
Behavioral objectives	Psychomotor domain	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1- Be ready to participate in individual and group tasks. 2- Play a role using new pattern. 3- Correct the wrong sentences used in texts or said by his partners and make correct sentences. 	<p>Observation</p> <p>Independent performance</p> <p>Accuracy</p>
	Affective domain	<p>The teacher expects his students to:</p> <ol style="list-style-type: none"> 1- Pay close attention to the teacher, slides and repeat new pattern after him. 2- Tell a story using new pattern. 3- Correct his partner's sentences. 	<p>Receiving and imitating</p> <p>Responding</p> <p>Organizing of values</p>
	I can't prescribe a certain approach for teaching new structure in all classes. So, I can say, an eclectic one is		

<p>Methodology</p> <p>Methodology</p>	<p>chosen to teach new grammar. I would like to use an integrative grammar teaching which is consist of three stages:</p> <ol style="list-style-type: none"> 1- The first stage is “Exploration” in which the students should be given opportunities to figure out everything by themselves, receiving help only when necessary. To make the task easier, we can highlight some of the grammatical forms at the beginning. This stage is characterized by “inductive learning”. 2- The second stage of learning is “Explanation”. As students find the pattern in the examples they used during the first stage, they can summarize what previously was discovered, now focusing on the form. Here, the students should refer to the book too. 3- The last stage of the process is “Expression”. Now, this is the students’ turn to start practicing the production of meaningful utterances with each other in communication and interactive tasks. The rationale of this stage is to provide the students experience in applying their acquired knowledge in practice by making meaningful utterances.
<p>Educational aids and instructional media</p>	<p>Student list, blackboard and chalk, newspapers on the wall for peripheral learning, some pictures, computer and data projector, rewards (such as cards), flowers, exam paper,... .</p>
<p>Class arrangement</p>	<p>Based on the numbers of the students, they are grouped and each group has a <i>head</i>. (This person has been selected by a placement test at the beginning of the</p>

	year.) They sit in a “U” form in the class so as to be able to use the computer(s); and they can consult with each other.
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<p>Expected behavior: (at the beginning)</p>	<p>The students should be able to:</p> <ol style="list-style-type: none">1- Recognize the different forms of “verbs”.2- Use “past” and “present perfect” in his sentences.
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Procedures	Sub-procedures	Details	Time
<p>Warm-up:</p>	<p>Greeting And considering the assignments and activities</p>	<ol style="list-style-type: none"> 1- With the name of Allah, I will come into the class, and after cleaning the blackboard I'll begin with the name of God on it. 2- Greeting is the next step. I should consider students' health and readiness for the new lesson. 3- Then, I will talk about "the teacher's day." 4- I'll collect the students' activities about "Reading". I'll take them home and after correctness, the students will watch my comments and their grades on my Weblog : (Dadras malayer.blogfa.com) 5- Group works, such as preparing a newspaper for English board, are done to reinforce the students' group work. Here, you can see three groups: (1-James Watt group 2- Newton group 3- Froebel group.) 	<p>2 minutes</p>

Review:

1- At first, I'll tell my students a very short story about my friend:
"I have a friend, Mr. Alavi. He lives in Tehran. He goes to Alborz High school. He lived in Malayer 3 years ago. He went there with his family. I sent him a letter last week."

Then, I'll compare the verbs used in this story. The students will tell me about verb forms and we will talk about their tenses. Using slides, I'll show them a tree diagram about "Regular & Irregular verbs." Then, I'll compare "past" and "Present perfect." At the end of slides, there will be a quiz. Having answered the tests, I'll show them their scores and performance, using "Net support." Here are the questions:

1- Mr. Alavi in Tehran now.

(live/lives/lived)

2-He Malayer *many years ago*.

(leave/leaves/left)

3- I the rooms yesterday.

(clean/cleans/cleaned)

4- The man Washoe a reward.

(gave/given/give)

Note: There are some "encouragement cards" which are awarded to the students who can give true answers to the questions. The teacher should even encourage those who are active in the class, even though they are not the best ones. This will cause all of the students participate in the class.

7.5 minutes

- 2- The next step is to get the students readiness to teach new pattern. I'll speak about the importance of this tense when we want express something in the past. Here, I will express some sentences that we have to use "past perfect" for them, but I do not give the answers. This will motivate the students to think about new pattern and discover the probabilities. This problem solving method improves their creativity.
- 3- While introducing new lesson on the board or using slides, I'll tell my students my expectations at the end of the lesson: a) You should know the structure and usage of "past perfect". b) You should be able to use negative, affirmative and question form of new pattern. c) I expect you to do the book exercises (pages7-8). In this way, I believe the students will "explore" the new grammar.

View: My activities	My students' activities	Media	Time
1- I'll write a sentence on the blackboard, and then I ask students to think what to write in the blank.	They should pay close attention to me and try to answer my question.	Board	30 seconds
2- I will write their answers on the board and discuss about them.	They'll try to comment on different answers.	Board	30 seconds
3- In this stage, I will explain the explicit grammatical rules to the students.	They may take some notes about new grammar.	Lecture	1
4- Some slides will be shown in which different forms of "past perfect "are shown.	They read the sentences and notice on the forms.	Data projector & computer	3
5- Each group will receive a paper in which there are some exercises.	They should actively participate in the discussion.	Paper	5
6- They will exchange and correct each other papers. I am ready to help them if necessary.	The new grammar is internalized and they are able to correct the wrong sentences.	Paper	2
7- The students, who use their dictionary to solve	They need to be motivated and		3

<p>the problems, will receive rewards.</p> <p>8- When I became sure that there is no ambiguity or problem, I can go to next stage and expect my students to produce and express new sentences based on new pattern. Even, they can play some roles too (if there is extra time).</p> <p>9- Taking a formative evaluation is necessary at the end of this stage. The teacher is among the students and carefully observes their activities.</p> <p>Some challengeable questions may be asked that no one knows the answer for certain. (So they may wish to ask a linguist or search Internet to find the right answer.)</p>	<p>supported by the teacher.</p> <p>Students will be glad that they have learned a new grammatical point; so they'll try to use it in new situations and positions.</p> <p>The students will discuss the test and don't hesitate to ask their questions. One of them may ask: "Do all languages have <i>past Perfect</i>, too?"</p>	<p>Some tools to play a game</p> <p>Data projector & computer/ A mobile</p>	<p>Extra time</p>
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<p>Preview:</p> <p>My activities</p>	<p>My students' activities</p>	<p>Media</p>	<p>Time</p>
<p>1- As I said before, by using Net-support, we can test the students and watch feedback quickly. (This test is taken at the end of previous stage and let me know what their homework should be for the next session.)</p> <p>2- All the “writings” in the book should be done by the students and at least one of them must be written on their notebooks. I’ll explain them for my students.</p> <p>3- The group may wish to have a research about new pattern or do other activities like preparing a <i>newspaper</i> for the English board.</p>	<p>Now, the students expect themselves to be able to answer the tests easily.</p> <p>The students should be given enough time to think and do their exercises individually at home. Some of them may have a <i>weblog</i> or wish to hand in their assignments on a <i>Flash memory</i>.</p> <p>The <i>head</i> of each group says the members what to do for the next session.</p>	<p>Data projector & computer</p> <p>Book & notebook</p> <p>Flash</p> <p>Computer</p>	<p>5.30 minutes</p>

Sources:

1- Reference books like : Oxford Advanced Learner's Dictionary,
Long man Dictionary, Grammar in use

2-There are useful books which help you to improve your English understandings like: "steps to understanding." The teacher can introduce them in his weblog for the students who are eager to know more; for example:(www.Dadrasblogfa.com)

3-There are some useful magazines like "teenagers" which help students to learn English.

4- Watching English programs can be a good advice for the students.

Acknowledgements:

At the end, I wish to acknowledge Mr. Torkashvand, Mrs.Yagoobpur, and Mr. Mirshavalad who guided me to write this daily lesson plan.

We can use these sheets if something is wrong with our computer.

I have a friend, Mr. Alavi.

He lives in Tehran . He goes to Alborz high school.

He lived in Malayer 3 years ago. He went there with his family. I sent him a letter last week.

Lives-----lived

Goes-----went

Have -----?

?----- sent

Try to answer these questions :

1- Mr. Alavi in Tehran now.

(live/lives/lived)

2-He Malayer many years ago.

(leave/leaves/left)

3- I the rooms yesterday.

(clean/cleans/cleaned)

4- The man Washoe a reward.

(gave/given/give)

Do it individually:

1-He his dinner before he went to bed.(ate/has eaten/had eaten)

2- I didn't eat the fruit because I.....

them. (had washed/didn't wash/hadn't washed)

3- Ali answered all the tests correctly

he

had studied

hard.(before/because/after)

4- Had you.....your lunch before you

went

to school? (had / have had / didn't have)

A test for your group:

Yesterday was Friday. Ali went to the park with his friend. Before going to the park, Ali (**to buy**) a cake. When they arrived to there, he was very hungry because he (**not to eat**) his breakfast. so, They (**to eat**) the cake.

What is your homework?

- Buy an English newspaper or magazine and find

"Past perfect" sentences in it.

- Please write down the Writing (2) on page 8 in your notebooks.
- Can you prepare a newspaper about Abu-Ali cina (using past perfect)?

Discuss these questions in your group:

1- What had you done before the beginning of the New year?

2- Why had you bought flowers before you came here?

3- Yesterday morning, Ibefore I left home.

Discuss these questions in your group:

1- What had you done before the beginning of the New year?

2- Why had you bought flowers before you came here?

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Additional works if there is an extra time:

Last night, we had a big party. We had done a lot of things before the party began:

1- I some fruits.

a)had made

2- My sister the rooms.

b)had cleaned

3- My mother a big cake. c)

had washed

4- My father home sooner.

d)had come

e) had bought

Choose the correct answers for
the blanks:

1- Reza became ill, because

..... his hands.

**Find the
right
answers for
each
question:**

- 1- Why didn't you go to the zoo?**
- 2- Before the guests came,..... .**
- 3- I became ill because**
- 4- She had bought a pen
before..... .**

- a) I had cleaned the rooms.
- b) I'd eaten dirty fruits.
- c) She went to school.
- d) She had taken a test.
- e) Because I hadn't bought a ticket.

باسمه تعالی

نکاتی درباره طرح درس:

در طرح درس روزانه ابتدا مشخصات کلی و هدف را بیان نموده ام. سپس در بخش فعالیت های مقدماتی و زمینه سازی جهت تدریس به مفاهیم کلی که انتظار دارم دانش آموزان عزیز قبل از تدریس گرامر درس بدانند اشاره نموده ام. در ضمن سطحی را که مد نظر اینجانب است مشخص کرده ام. (برای نمونه دانش - درک مطلب - کاربرد و....) در صفحه چهارم طرح درس به بیان اهداف رفتاری در حیطه روانی حرکتی و عاطفی پرداخته ام. و سطوح آنها را نیز مشخص کرده ام. سپس به مواردی همچون روش تدریس - وسایل آموزشی و چیدمان کلاس اشاره نموده ام. رفتار ورودی دانش آموزان در صفحه ۶ ذکر شده است. صفحات ۷ الی ۱۲ طرح درس اختصاص به سه بخش :

دارد که در آنها فعالیت های مقدماتی - ارائه درس - فعالیت های پس از ارائه تکالیف با ذکر زمان در Review, view, preview تدریس و نظر گرفته شده برای هر بخش آورده شده است. در ضمن وسایل آموزشی مورد استفاده برای هر بخش در ستونی جداگانه تایپ شده است. برای

