

In His Name

Course Name: English Language **Grade:** 2 **Time:** 30 Minutes **General objective:** Teaching Grammar (Subject questions with Who and What)
Teacher's Name: Majid Nematpoor **Institution:** Shahid Motahari High School **Number of students:** 6

Behavioral Objectives: After teaching , it is expected that the students will be able to do the following:	Headings	Entry Behavior	Diagnostic Evaluation	Result	Gradual and Final Evaluation
I: Knowledge and skills: <ol style="list-style-type: none"> They list subject questions starting with <u>WH</u> (Knowledge) They give relevant answers to interrogative sentences starting with Who and What . (Comprehension) They use pictorial cues to guess and predict new grammatical concepts. (Application) They specify different Wh-words and interrogative sentences . (Analysis) They can make questions by using who, what ,when and where. (Synthesis) They should compare Who with What (Evaluation) 	Subject question words <u>Who</u> and <u>What</u> <ol style="list-style-type: none"> Who is used for human subjects. What is used for non-human subjects,. 	Before teaching, the students should be aware of these points: <ol style="list-style-type: none"> They should answer the questions posed by their teacher or classmates. They should make questions by using WH-words. They should participate in group activities. They should use who and what in interrogative sentences. 	Before teaching , the students should know: <ol style="list-style-type: none"> How to make interrogative sentences by using WH-Words and pictorial cues . What do you see in the pictures and movie clips?. Who is that boy? What is that boy doing? Where is the old man? What are they doing? What is he doing? What is the monkey doing? Who is that man? What are the children doing in the park? 	If the students answer the diagnostic questions, they will be ready for learning new lesson.	<ol style="list-style-type: none"> Do they know the following question words? Who, What, Where and When What is the difference between Who and What? What do you see in the picture? What is the man doing? What are they doing? What fell into the hole? What goes around earth? What goes fast on highways? What is that man doing? What destroyed the building? Who will teach us the new lesson? What grows a lot in Iran? Who bought the dictionary last year? What goes to the airport? Who helps the sick people? Who visited the museum? Where does a lot of tea grow? Who went out? What jumped in the cage? Where is he now? Who lived in Tehran ten years ago?
II. Affective objectives : <ol style="list-style-type: none"> They pay attention to probable questions (with who & what) in daily conversations. They react to different aspects of daily questions (with who & what). They enjoy answering questions(with who & what). They are willing to participate in group work. They are interested in asking and answering questions. (with who & what) They feel responsible for active class participation. 	Objectives: <ol style="list-style-type: none"> They should comprehend interrogative sentences starting with who, what, when and where. They should know the application of subject questions with who and what. They should specify the differences in interrogative sentences. They should give appropriate answers to interrogative sentences. 				

Teaching Stages	Teaching Method	Instructional Materials	Learner Activity	Time
I. Preliminary phase: 1. Beginning with " In the name of God". 2. Greeting(Hello, how are you,) 3. Talking about current events and occasion 4. Checking students' attendance 5. Review of previous lesson (Article "the")	Explanatory, Question & Answer, Audio-visual , Demonstration	Attendance list, Student Book, Power point slides, Computer, Video Projection	Paying attention , Concentration and answering the questions , playing roles in pair work	3
II. Administering Diagnostic Evaluation: a. asking questions about pictures by using Wh-Words b. Using non-verbal language c. Showing a very short video clip	Question & Answer, Group Work , Demonstration, Audio-visual	Pictures, Video Clips, Whiteboard, Computer, Video Projection	Carefulness & Attention, Answering, Cooperation & Collaboration, Performing mimes,	3
III. Motivation: Persuading students to ask questions about their classmates and performing mimes	Explanatory, Question & Answer, Group Work, Brainstorming	Whiteboard, Pictures	Carefulness & Attention, Answering, Expressing personal ideas , Cooperation and collaboration in the group	2
IV. Presentation: a. Paying attention to the mimes performed by the students and pictures b. Explaining the questions related to pictures and mimes c. Repetition, substitution and transformation drills	Explanatory, Question & Answer , Demonstration, Audio-visual	Book , Whiteboard, Power point slides, Computer, Video Projection	Paying attention to the pictures and mimes , Concentration, Collaboration & Cooperation in explaining new grammatical concepts	15
V. Summary and conclusion: Review of new grammatical concepts by answering teacher's questions	Explanatory, Question & Answer, Visual	Student Book & Whiteboard, Power point slides, Computer, Video Projection	Simultaneous attention to teacher's questions and power point slides	2
VI: Final Evaluation: Using appropriate WH-Words to fill in the blanks of incomplete conversations	Question & Answer, Group Work, Demonstration, Visual	Power Point Slides, Computer, Whiteboard, Video Projection	Participating in Evaluation, Cooperation & Evaluation, Answering, playing roles in pair work	3
VII: Assignment: Individual Assignment: Doing Writing 1 & 2 exercises from the book and teacher's weblog Creative Assignment: Preparing a short conversation about the new grammatical concepts by students & presenting relevant ideas & issues by using internet and other available references	Explanatory	Book, Computer, Internet	Listening, paying attention, taking notes	2