

باسمه تعالی

جشنواره الگوهای برتر تدریس مبتنی بر ICT

نفر اول و منتخب درس زبان انگلیسی ۲

خانم مریم عارف کل

سازمان آموزش و پرورش شهر تهران

گروه های آموزشی متوسطه

سال تحصیلی

۸۸-۸۹

In God We Trust
Lesson plan for grammar_ lesson 6 , Book 2
(reflexive pronoun)

By: Maryam Aref Cole

Date: 1389 / 1 / 28

The class:

Students: 2nd grade of high school 10 – 15 (F)

Level: pre- intermediate

Teaching Aids:

Pen , book , pictures , Multimedia computer & projector , on_line system

Time:

30 minutes

Aims:

This lesson aims to help **ESL** students familiarize with **form/use/meaning** of reflexive pronouns. The lesson combines the explicit and implicit teaching of grammar and is conducted in a meaning-focused way.

To provide practice so that the students can use this structure in the following situations:

1) when the subject and the object are the same.

e.g. She bought herself a new car.

2) They can also refer to possessives and objects.

e.g. His letters are all about himself.

3) After preposition.

e.g. I looked at myself for a long time.

But: a) if the nonhuman object precedes the human object we use *for / to* (it depends on the verb).

b) we don't use any preposition if the human object precedes the nonhuman object .

c) If these pronouns come with *by* , mean alone

4) emphatic use.

a) emphasis on the subject. *i.e. **I myself** solved the problem.*

***I** solved the problem **myself**.*

b) emphasis on the object. *i.e. I like **the car itself**, but I don't like its color.*

Cognitive objectives:

The students could use these pronouns in their daily life through conversation to show the doer's reflection or emphasis.

Anticipated problems:

The students may confuse the place and use of self pronouns in the sentence. They may confused the use or pace of reflexive pronouns and subjective or objective pronouns in the sentence.

The teacher is going to teach in a way that they never make any mistake.

Procedures:

We have different parts in the procedure like :

- A) Warm up activity
- B) Teaching the grammar
- C) Practicing the grammar
- D) Evaluation
- E) Homework

An inductive warm up activity:

- 1- saying hello warmly (eye to eye greeting). (2 minutes T → S)
- 2- check the previous homework (homework of the last week)
- 3- let students to check each other's homework about the previous lesson problems if so ask one of the student who know can solve the problem.

The procedures of teaching:

1- to play a role: teacher will come to the class so she has something on her face. She asks the students : (4 minutes T to S)

Is there anything on my face?

Do you have a mirror?

Look at herself in the mirror and clean the stain.

Continue looking. Ask: *what picture is in the mirror?*

What am I doing now

I am looking at myself in the mirror.

And the teacher ask students:

Do you remember this dialogue? (mention a dialogue that they studied in grade one in high school / lesson 4 / granting a request)

Can you explain it? (repeat the dialogue)

What was it about? (mention the self pronoun in dialogue)

It is for remembering the last lesson that they have got and teacher is going to flash back.

2-Ask some questions to induct the grammar indirectly. (without mentioning the grammar.) and showing them three pictures. During answering the questions the teacher conduct students to answer correctly. (5 minutes T → S)

To show the students a picture on VP (video projector).

The teacher will try to use every use of reflexive pronouns and ask:

Q: What does the cat do every day?

A: It is licking.

Q: Whom is it licking?

A: It is licking itself....

Teacher specify the subject and the object that are same.

The teacher will show the correct answer on VP. It continues with two more questions. (The last question show the emphatic function of the pronoun) .

3- Play a animated conversation on VP and the students should listen , after listening

Teacher will ask: *what was it about? How many self pronouns did you hear?*

Listen again and fill in the gaps with the proper self pronoun.

Now play the conversation again and they should fill in the blanks.

(5 minutes S → S)

Teacher will try to show some parts of the conversation for emphatic function of the pronoun and mention it.

The teacher tries to use some idioms in animation.

Repeat *enjoy yourself* by asking this question: Do you enjoy yourself ?

4- the teacher will show the students some idioms that are said by self pronouns.

Such as : Help yourself

Enjoy yourself (that is used in the conversation)

Behave yourself

Make yourself at home

By yourself = alone (2 minutes)

5- teacher conduct the students to play game about topic , it's a game board that they should read the definitions on each block and answer the question also if one group don't answer one block they can't go to the next block and the questions are going to start from easy to hard one (It is done in group)

It goes on until the end of the circle and the winner is a group who has the higher point. (4 minutes S → S)

Evaluation:

To give them some worksheets about self pronouns to do in group on the net and check each other's answer then check on the net.

(4 minutes _ S to S)

Show them three pictures that they should make proper sentence for each picture. In this part students will show their ability.

(2 minutes _ S to S)

Homework:

To give them some exercises to do at home and do the exercises on page 77 – 79.
(1 minute)

To introduce a website to do its exercise on line. (show the site on line and they can choose one of the site that can do)

www.tolearnenglish.com

www.englishpage.com

www.englishclub.org

www.usingenglish.com

and send the answers to the teachers e-mail.

Aref.maryam@yahoo.com