Class: \_\_\_\_ELL 2b\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson: \_Review Simple Present Y/N and Information Questions\_\_\_\_ Date: TBD; May, 2015\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. When the only verb is “to be”, no helping verb is needed to form a question. | **L/S:**  L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate  L3.4a Seek additional information to check understanding (e.g. *What did you say?* and *What do you mean?*)  L2.4b Understand intermediate grammatical structures (e.g. tag questions, simple and continuous verb tenses, most prepositions, simple conjunctions, and simple modal forms)  S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case)  **W:**  W2.4b Use vocabulary related to topics beyond the personal sphere (e.g. local current events, world affairs, cross-cultural discussions)  W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives) |
| 1. When the main verb is not “to be”, you need the correct form of “do”, the subject, then the base form of the main verb to form a Present Simple question. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Form several different kinds of Present Simple questions, based on the information in the story, correctly at least 8 times out of 10. |
| 1. Speak comfortably with a partner about summer plans and use their own words to report partners’ answers in Present Simple to the class using at least 3 correct sentences. |

**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: I’ll give you a present simple question on a note card. Walk around asking classmates and answering their questions. Trade questions each time and ask the new one. About 8 volunteers can write classmates’ answers on the board (3rd person singular). 2. We’ll read “The Taxi Ride” from *All New Very Easy True Stories*. Read the title of the story and look at the picture. What do you think this story is about? I will read the story aloud. Class tells whether there were any new vocabulary words and I’ll put them on the board. In groups, we’ll practice choral reading. Clarify any points, share opinions. 3. In pairs, formulate questions based on the story using the answers given on the worksheet. We’ll go over these as a class. I’ll ask the first question, then that student will choose a classmate to ask the second question, and so on. 4. In pairs, interview each other about favorite summertime activities. Write a short paragraph (3 or 4 sentences) about your partner based on her/his answers. Try to use a different verb in each statement. If time, partners present each other’s answers (speaking, not reading). “Claudia swims at Crane Beach.” Otherwise, students volunteer some answers. Class asks follow-up questions of interviewees. “Is Crane Beach crowded?” etc. 5. Review what we heard from the interviews. Then, students come up with, ask, and answer as a class at least one question for each of the four verb forms Is/Are/Do/Does. | * *All New Very Easy True Stories* * Question sheet to accompany story * Question cards |

**ASSESSMENT(S):**

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| **Performance**  I will check question worksheets, collect written sentences about partners, and listen and write how many questions and answers students formed correctly in presentations. |  |

**WRAP-UP & REFLECTION:**

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| What type of questions are the most difficult to form? How do you feel about how you did tonight? Are you more comfortable forming questions?  Homework: Chapter 2 Test sheet of questions from Azar Basic Grammar |