

# LESSON PLAN

Name: Pilly

Lesson topic: Travel Experiences

Grade/Age/Language Level: 15-18 Intermediate

Lesson Time/Date/Length: 45min

Overall Objectives: Students will be able to use past tense to express a completed action in the past in affirmative and negative form.

|  | Time    | Grouping                   | Activities   | Materials/<br>Resources  | Specific<br>Objectives   |
|--|---------|----------------------------|--|--|--|
| Begin<br>(Review/Field stories)                    | 5 min.  | Whole class                | <ul style="list-style-type: none"> <li>Warm up: Sit/potato               <ul style="list-style-type: none"> <li>Teacher will throw up a ball, the students who have the ball have to say a verb. Then he/she throw it again to another classmate. After, student who receives the ball have to say the past tense of each verb and say another verb. Then he/she throw the ball again. The game continue until the majority of the class will participate.</li> </ul> </li> <li>Survey question: What did you do in your last vacation? Where did you go? Who did you go with? How was the weather like? Did you enjoy it? Did you visit another country? Where did you go?</li> </ul> | Ball<br><br>Whiteboard/Markers   | <ul style="list-style-type: none"> <li>Introduce the topic about travel experiences and remember past events.</li> </ul>   |
| Build<br>(Chair, Lead student in discovery)        | 15 min. | Pair                       | <ul style="list-style-type: none"> <li>Teacher reads a paragraph "Our travel experience." Students have to pay attention to the sequence of the story.</li> <li>Teacher reads a short paragraph about a "Travel experience." Students have to pay attention for the verbs in past tense. When they hear the verb, they have to raise their right hand and go to the board and write the verb.</li> <li>Teacher gives a handout with the paragraph. Students have to underline the verbs in past tense in affirmative and in negative form. When they have finished, they compare with the verbs written on the board. If there is some mistakes, they make self-correction.</li> </ul> | Flashcards<br>Worksheet about "Travel experience"<br><br>Whiteboard/Markers<br><br>Handout | <ul style="list-style-type: none"> <li>Students identify the verbs in the past tense and the tense structure.</li> <li>Students read and write verbs in past tense.</li> <li>To use grammatical point appropriately</li> </ul> |
| Build<br>(Controlled, Manipulational language use) | 10 min. | Pair                       | <ul style="list-style-type: none"> <li>Students work in pairs.</li> <li>Write on the board: We went to Salinas. I made a cake. I didn't drink any alcohol. We didn't work during those days.</li> <li>Close text.</li> <li>Students will use these structures to tell their experiences to their classmates.</li> <li>Listen to the students role play telling their travel experiences.</li> </ul>  | Whiteboard/Markers.<br><br>Handout.  | <ul style="list-style-type: none"> <li>Students will practice the use of the past tense in the affirmative and negative form orally.</li> </ul>  |
| Build<br>(Individualized and assessment)           | 10 min. | Pair<br><br><br>Individual | <ul style="list-style-type: none"> <li>Students will work in pairs again writing a short dialogue. The students need to include at least seven sentences using the past tense in the affirmative and negative form.</li> <li>SS share their dialogues with the whole class.</li> <li>As homework, the students will write a paragraph of six lines about another past experience.</li> </ul>   |  | <ul style="list-style-type: none"> <li>SS will practice the use of the past tense in writing. The teacher will observe in writing and in speaking if the students have mastered the use of the past tense.</li> </ul>          |

# Esl Lesson Plans Past Tense

**AW Chickering**



## **ESL Lesson Plans Past Tense:**

**85 ESL Grammar Lesson Plans** Grant Panter, 2009-01-29 Grant Panter grew up in England and went to Canada as a young man where while managing a store a customer recommended that he consider teaching English as a Second Language in Toronto After many years at George Brown College he was asked to evaluate student teachers and found that although they had theoretical knowledge they were not able to prepare clear understandable lesson plans and he resolved to remedy that with this book He taught students from all over the world for 27 joyful years and now retired lives aboard his boat in the summer and travels to South America in the winter This book contains 85 complete English grammar lesson plans that cover all the essential English grammar Are you a new teacher perhaps going abroad Are you a substitute teacher who is given a class at short notice Are you a non native speaker who needs help to explain grammar Are you a more experienced teacher who doesn't want to prepare lessons anymore If the answer to any of these questions is yes then this is the book that you have been looking for The methodology is simple and effective 1 Written lesson plan for blackboard 2 How to teach each lesson 3 Oral practice drills for each lesson 4 Homework suggestions 5 Daily review In addition there are Oral Verb Drills and Written Verb Review exercises This book for teachers can be used to teach beginner intermediate and advanced students

**85 ESL Grammar Lesson Plans** Grant Panter, 2009 This book contains 85 complete lesson plans that cover all the essential English grammar Are you a new teacher perhaps going abroad Are you a substitute teacher who is given a class at short notice Are you a non native speaker who needs help to explain grammar Are you a more experienced teacher who doesn't want to prepare lessons anymore If the answer to any of these questions is yes then this is the book you're looking for The methodology is simple and effective 1 Written lesson plan for blackboard 2 How to teach each lesson 3 Oral practice drills for each lesson 4 Homework suggestions 5 Daily review In addition there are Oral Verb Drills and Written Verb Review exercises This book for teachers can be used to teach beginner intermediate and advanced students

**ESL (ELL) Literacy Instruction** Lee Gunderson, Reginald Arthur D'Silva, Dennis Murphy Odo, 2019-06-25 Now in its fourth edition ESL ELL Literacy Instruction combines a comprehensive scope with practical research based tools and applications for reading instruction Designed for use by pre service and in service teachers this guidebook provides the context and expertise to plan and implement reading programs that match the needs and abilities of students at all ages and levels of proficiency The book explains different models of literacy instruction from systematic phonics to whole language instruction discusses controversies in the field and includes specific teaching methods within each model The fourth edition highlights recent developments in education policy new models of instruction and devotes greater attention to issues surrounding assessment An expanded companion website integrates with the text to offer additional tools and examples and readers are encouraged to develop their own teaching strategies within their own instructional models Providing a thorough overview of the history and major issues of ESL ELL literacy instruction this book will be of great interest to pre service and in service teachers at all

levels from kindergarten to adult learners

### **Goal-Driven Lesson Planning for Teaching English to Speakers of Other Languages**

Christina Michaud, Marnie Reed, 2010-07-29 This book is more than a collection of activities or ready made lesson plans to add to a teaching repertoire. Instead, Goal Driven Lesson Planning is intended to empower teachers and help them create a principled framework for their teaching, a framework that will shape the varied activities of the ESL classroom into a coherent teaching and learning partnership. After reading this book, teachers and prospective teachers will be able to articulate their individual teaching philosophies. Goal Driven Lesson Planning shows readers how to take any piece from English language materials, an assigned text, a random newspaper article, an ESL activity from a website, etc., and use it to teach students something about language. Readers are walked through the process of reflecting on their role in diagnosing what that something is, what students really need, and planning how to get them there and how to know when they got there in a goal driven, principled manner. This book has chapters on the theory of setting specific language goals for students, how to analyze learner needs, including an initial diagnostic and needs analysis templates to use when planning goal driven English language lessons, explicit instruction on giving corrective feedback, how to recognize and assess student progress, and the mechanics and logistics that facilitate the goal driven language classroom.

### **Instruction and Assessment of ESL**

**Learners** Faye Brownlie, Catherine Feniak, Vicki McCarthy, 2004 This one of a kind resource offers solutions for teachers who provide exemplary instruction to students from varied cultural and linguistic backgrounds. Using real classroom experiences and current research, the authors focus on the needs of ESL learners in the regular classroom. The activities and assessment tools can be used by classroom teachers and ESL teachers working alone or together. In this book, you will find ways to incorporate English and the home languages of the ESL students into the same lesson, suggestions for informal individual and group assessments for reading, writing, and oral language, ideas for welcoming new ESL students, examples of criteria that can be used for the assessment of ESL students, open ended lessons and units for all learners, with accompanying reproducible masters.

### **World Language Teacher Education**

Jacqueline F. Davis, 2010-07-01 The significant change in public schools over the last two decades warrants a response in how we prepare teachers. This volume is an effort to share the contributors' knowledge, experience, and ideas with colleagues, particularly with novice language teacher educators. The suggestions in the chapters are primarily provided for the teaching methods course, but many can be adapted to other education courses or for professional development programs. The first section of the introduction provides a review of issues identified in teacher education, including debates, accountability, and government influence over education. The second section explores teacher educators in the literature, such as issues in their practice and a focus on foreign language teacher educator practice. The third section provides a brief overview of the chapters in the book.

### **The Art of Teaching Speaking**

Keith S. Folse, 2006-04-06 What elements make a speaking activity successful? Which tasks or activities really help build speaking fluency? What does the research show regarding speaking activities? What mistakes do ESL teachers often make in speaking?

activity design In this highly accessible and practical resource Keith S Folse provides a wealth of information to help ESL EFL teachers design and use speaking tasks that will actually improve students speaking fluency The book presents and discusses the relevant research and assessment issues and includes case studies from twenty different settings and classrooms around the world so that readers learn from others about the problems and successes of using various speaking activities Teachers will find the chapters on Twenty Successful Activities and Ten Unsuccessful Activities particularly valuable The successful activities are provided for classroom use and are reproducible The book also contains five appendixes that explain what teachers need to know about vocabulary pronunciation and grammar and how they affect the teaching of speaking Samples of successful lesson plans and a list of resources useful for teaching speaking are also included Keith S Folse Ph D is Coordinator TESOL Programs University of Central Florida Orlando He is the author of Vocabulary Myths University of Michigan Press 2004 and more than 35 second language textbooks including texts on grammar reading speaking listening and writing The ESL Miscellany Raymond C. Clark, Patrick R. Moran, Arthur A. Burrows, 1981

**Resources in Education**, 1993 Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas What's new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication **Course Design for TESOL**

Florin Mihai, Kerry Purmensity, 2016-03-22 Course Design for TESOL offers a unique approach of integrating curriculum with teaching activities to allow language educators to utilize the text in a variety of courses in a TESOL program. Although the authors assume readers have a basic knowledge of English grammar, this textbook resource is designed to be comprehensible to those who have not had an SLA or Applied Linguistics course. Because each language skill is discussed in detail in terms of important theories and concepts and actual teaching activities are included, the book can also be used in a Methods course or a combined Curriculum Design Methods or Methods and Materials course. Part I explores the basic language acquisition theories and their influences on current teaching practices in the field. Part II then moves on to the core elements of designing a curriculum or course: conducting the needs analysis, setting of course goals/objectives, designing the syllabus, and writing lesson plans. Part III, Instructional Activities and Assessment Techniques, features chapters on the teaching of listening, speaking, reading, writing, grammar, and culture. Within each of these chapters, the authors address the fundamental issues related to the teaching of each skill and then discuss the components of a good activity for that skill and how to design one, and then offer four sample activities, one for each type of syllabus, and guidance on assessing that skill. The activities can be adapted for use in a variety of classrooms and settings. Part IV addresses contemporary trends, curriculum issues in North America and Europe, standards and educational policy, practices in teaching in Asia, particularly China and Korea, and technology-enhanced learning.

**Teaching and Learning English Grammar** MaryAnn Christison, Donna

Christian, Patricia A. Duff, Nina Spada, 2015-03-02 An important contribution to the emerging body of research-based knowledge about English grammar, this volume presents empirical studies along with syntheses and overviews of previous and ongoing work on the teaching and learning of grammar for learners of English as a second foreign language. It explores a variety of approaches, including form-focused instruction, content and language integration, corpus-based lexicogrammatical approaches, and social perspectives on grammar instruction. Nine chapter authors are Priority Research Grant or Doctoral Dissertation Grant awardees from The International Research Foundation for English Language Education (TIRF), and four overview chapters are written by well-known experts in English language education. Each research chapter addresses issues that motivated the research, the context of the research, data collection and analysis, findings, and discussion, and implications for practice, policy, and future research. The TIRF-sponsored research was made possible by a generous gift from Betty Azar. This book honors her contributions to the field and recognizes her generosity in collaborating with TIRF to support research on English grammar. *Teaching and Learning English Grammar* is the second volume in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF.

*TIPS* Dan Manolescu, 2019-06-17 *TIPS: A Guidebook for Teaching Excellence in ESL* is a necessary tool for teaching and learning English as a Second Language. The book is a sampler containing useful information regarding the history of the English language, the correlation between language and culture, and provides a solid framework with which to create meaningful contexts in the teaching and learning of correct

grammar vocabulary reading writing and literature at various levels of English proficiency The major sections of the book start with TIPS and practical information addressed to the ESL teachers and students and the main purpose is to help instructors deliver interesting productive and effective content in the classroom The author reveals the need for teachers to elevate the students motivation by positioning the learning as a discovery process They become more and more eager to find out about the how s and why s of the development of the language The book collects practical information on a variety of topics and the research behind them in an easy to use format

**Current Issues in English Language Teaching and Learning** Mario Cal,Francisco Javier Fernández,Lidia Gómez,2010-02-19 This volume contains a selection of the papers seminars and workshops presented in the First International Conference on English Language Teaching and Learning ICELTL1 held at the University of Santiago Spain in September 2008 as well as a number of valuable original contributions by other specialists who were involved in the conference It aims to represent the views of teachers scholars researchers teacher trainers and curriculum developers from all over the world from the USA and Japan to Europe It is addressed to ELT teachers researchers and professionals who want to reflect upon and develop their knowledge and practice of current issues in English language teaching and learning Current problems in many of the areas of ELT are given different solutions depending on the context in which respective contributors conduct their work It is precisely this international perspective that makes this volume unique and illustrative of different realities with a similar objective in mind the implementation and improvement of English language teaching The various contributions have been organised in four main sections that correspond to the major focal topics of the conference teacher training and development classroom management and practice new technologies and language teaching and research on learner language [Linguistics and Language Behavior Abstracts](#) ,2006-10

**Languages in School and Society** Mary E. McGroarty,Christian J. Faltis,2011-05-09 CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students researchers and practitioners in all of the social and language related sciences carefully selected book length publications dealing with sociolinguistic theory methods findings and applications It approaches the study of language in society in its broadest sense as a truly international and interdisciplinary field in which various approaches theoretical and empirical supplement and complement each other The series invites the attention of linguists language teachers of all interests sociologists political scientists anthropologists historians etc to the development of the sociology of language

**A Grammar Book for Teachers** Sedique Popal,2021-05-13 A Grammar Book for Teachers By Sedique Popal This textbook introduces those features of English grammar that are significant to ESL EFL teachers It prepares English ESL teachers to teach grammar confidently and to answer questions concerning grammar rules with clarity The book features Simple clear and practical explanations of grammar rules Lesson plans for teaching different sounds and grammatical structures Pictures and charts A complete answer key to exercises at the end of the book Recommended books for ESL teachers and students A complete list of

irregular verbs      **Functional Grammar in the ESL Classroom** R. Jones, G. Lock, 2010-12-14 A set of easy to use techniques helps students discover for themselves how grammar works in real world contexts and how grammatical choices are not just about form but about meaning Sample teaching ideas covering a wide range of grammatical topics including verb tense voice reference and the organization of texts accompanies each procedure      **An Introduction to the Teaching of English as a Second Language** Marianne Celce-Murcia, Lois McIntosh, 1974      **Applied Linguistics and Language Teacher Education** Nat Bartels, 2006-07-02 Applied Linguistics and Language Teacher Education is aimed at applied linguists who are interested in understanding more about the learning of novice teachers in their classes The 21 studies in this volume provide information on the complexity of novice teachers learning and use of knowledge in a variety of applied linguistics classes such as SLA Syntax Pragmatics Sociolinguistics Phonetics and Phonology L2 Reading and Writing Testing and Content Based Instruction These studies were conducted in a variety of contexts from North and South America to Europe Asia and Australia and look at the preparation of teachers of English Spanish and Chinese The book also includes a state of the art summary of research on knowledge acquisition and use which provides applied linguists with a solid basis for developing their ideas about their students learning and use of the knowledge presented in their classes



## The Enigmatic Realm of **Esl Lesson Plans Past Tense**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing lacking extraordinary. Within the captivating pages of **Esl Lesson Plans Past Tense** a literary masterpiece penned with a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those that partake in its reading experience.

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