

<u>Example Sentences: Past Simple.</u> I went to the carnival yesterday. Last year, I went to the carnival.	
<u>Anticipated difficulties:</u> 1. Bullying could be a reality, seeing as children from different countries/backgrounds are represented in the room. 2. Keeping the students focused and concentrated for the duration of the lesson. Teaching the students at this age may prove to be challenging in this regard. 3. Having students who could be shy/self-conscious and might hesitate to interact with other students who are from a different country/culture to them.	<u>Suggested solutions:</u> 1. As the teacher, I will keep a close eye on behaviours towards the learners and intervene where/if necessary. I will express my stand point on anti-bullying in the beginning of the class After the Warmer Stage and highlight accepted behaviour by going through the class rules. I will make use of the concept policies stated in Chapter 8 of the course guide. 2. Maintain a level of enthusiasm throughout the lesson by means of constant activity changes and educational games, keeping the lesson fun and easy to follow, being enthusiastic while delivering the lesson. Possibly having a point/reward system to keep the interest alive throughout the lesson. 3. When dealing with group activities, I will make the groups no bigger than three people so as to accommodate the peers who are shy. When peers do share or interact, I will be quick to praise their efforts thus bringing a rise to their overall confidence.

	Students will then analyse the language to work out the form of the language. I will give them a worksheet (Controlled Practice stage) and they need to fill in the form:
6. What will you teach about the pronunciation of the structure?	We contract I have to I've. We contract you have to you've We weaken Have at the start of a question to /həv/ We contract did not to Didn't. We contract have not to haven't.

<u>Stage Name</u>	<u>Stage Aim</u>	<u>Time</u>	<u>Interaction Pattern</u>	<u>Teacher's procedure</u>	<u>Students will...</u>
Warmer	To allow the students to transition into English and to prepare them for the lesson topic.	5 minutes	T-S S-S	Show pictures of common life experiences that children their age would possibly have done or enjoy doing at a carnival. T will ask students to partner up for this part of the lesson while T conducts the warmer. Encouraging to partner up with someone who is from a different culture/country/gender. Material listed as "Warmer" in the material section.	Discuss in pairs and share any experiences associated with the images. Students will transition into speaking English during this stage. T will encourage whole group feedback in the last minute.

				Past Simple: <u>Positive form:</u> Subject + Verb (past tense) + object + past participle <u>Negative Form:</u> Subject + DID NOT + verb + object <u>Question Form:</u> Did + Subject + Verb + object	
Practice: Controlled Practice	Allow learners to practice saying the target structure, listening to it and building on it.	10 minutes	Ss-Ss	T will split the class into two groups and have them lined up in two rows facing forward. At the front of the class T will place two piles of word cards which, if organised correctly, will create multiple sentences in Present Perfect tense. T will whisper a target sentence to both of the students at the back of the line who then have to transfer that sentence through whispering to the learner in front of them Once the message gets to the two respective learners in front, they need to scramble the word cards and form the correct sentence that they heard The team that gets it correct, or closest to being correct will gain a point.	Practise listening and reproducing sentences in the Present Perfect tense at high speed. Each student will also get a chance to physically build the sentence when at the front of the queue.