

<u>Name of the Teacher</u>	<u>Date</u>	<u>Level of the class</u>	<u>Length of lesson</u>
		Pre-intermediate	60 minutes
<u>Lesson Type:</u> Grammar lesson			
<u>Lesson Topic:</u> Articles: 'A', 'An' and 'The'			
<u>Lesson Aims:</u> <u>By the end of the lesson, students will be better able to</u> identify articles and use them correctly in a sentence. <u>Example sentence:</u> Yesterday, I saw <i>an</i> elephant at <i>the</i> zoo.		<u>Lesson Outcomes:</u> <u>By the end of the lesson, students will</u> have understood what articles are, recognised their correct uses, and practised how to use them correctly in both written and spoken language.	

Test	Students are given a task to do without the teacher's help. During this section, I will only monitor them during the activity and figure out where their needs lie.	10 minutes	S-S	Students will be given a short story worksheet to complete. Students will be asked to use whatever they picked up from the warmer session to fill in the missing words with the appropriate article. Once complete, the teacher will go around the classroom picking volunteers to read their answers out loud.	Now all the students will be tested on all three articles. Based on their answers, I will be able to clearly identify areas of confusion and uncertainty when it comes to selecting and using the correct articles.
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Lesson Rationale (700-1000 words):

- This lesson plan has been designed to be enjoyable and engaging for the learners while still addressing their educational needs. This lesson has also been designed to provide a comfortable learning environment for the learner, where communicating with one another and engaging with the teacher is a top priority.

WARMER:

The warmer allows the learners to settle in as well as in transition from their native language to English. The warmer also provides additional time for latecomers to arrive without disrupting the rest of the educational schedule. The warmer will assist in establishing the tone for the rest of the session by generating enthusiasm in the classroom, which in turn helps motivate pupils to acquire new terminology.

The warmer task was deemed suitable for this age group as it is interactive and fast-paced. It will get students eager and more comfortable around each other for the rest of the lesson.

METHOD

- The Test, Teach, Test (TTT) model was chosen to structure the lesson because of the grammar type that the learners will be presented with. Because the learners are learning about ARTICLES, it was essential to first establish where the students were in terms of their understanding of basic sentence and sentence construction using articles. The worksheet presented would help the teacher understand the student's needs and point out to learners how they may or may not be able to use articles. Because learners at this stage are equipped with the basic structures of English and have a wider range of vocabulary, it may be possible that most of them already know how to make use of the articles at a basic level. As such, the teacher will be able to use this to her advantage in the teaching stage while reviving the answers from the worksheet.

For example: Why did you use "the" instead of "a" in this sentence.

This will help the teacher use the student's own reasoning to better explain the grammar to them. Once the teaching stage has been completed, and the teacher has finished her presentation and completed the classroom tasks with the learners, they can then be tested again. This time, the learners will be given a slightly longer task.

COOLER: