

Lesson Plan For The Ninth Grade Of Junior High School.		By: Vahied Reza Haghparast, District15		July 09, 2015	
Title	Lesson 1 Grammar- “Simple present tense(to be)”	Source of Material	Prospect 3		
Grade of students	Ninth grade of junior high school	Number of Students	24 Boys	Class period	75 minutes
Unit Goals	1. Providing students with language comprehensible input. 2. Presenting language function” talking about personality” 3. Presenting new vocabulary/expressions related to the theme “personality” 4. Rising students’ awareness towards the structure “to be in present tense” 5. Helping the students to use the structure correctly.	Description of Students	1. The proficiency level of the students is Elementary. 2. This is their third year of learning English in junior high school. Relating to our teaching subject they have learned talking about their nationalities, abilities ,health problems, place of living and their hobbies.		
Behavioral Objectives	1) Cognitive domain: The students can: <ol style="list-style-type: none"> Name the equivalent auxiliary verb for each subject. Activate students’ background knowledge. Introduce the topic, talking about different personalities. Apply and perform proper auxiliary verb “To Be” Use the language accurately, meaningfully and appropriately. 2) Affective Domain: the students can enjoy participating in group work and answering the teacher’s questions as a volunteer and won’t be afraid of answering questions and of making mistakes. 3) Psychomotor domain: the students can talk about different personalities using auxiliary verb “to be” in present tense and some adjectives.(e.g. : clever, careless, brave, kind, etc.)				

Materials and Media	Flashcards and photos, Short video and sound clips, textbook, Elementary dictionary, Realia , computer, video projector, and CD			
Anticipated Problems	The students may use verb “to be in present tense ” incorrectly.			
Teaching Procedures				
Steps	Descriptions	Teaching time	Assessment	Teaching aids
Warm-up	<ol style="list-style-type: none"> 1. Stimulating background knowledge of the students. 2. Different types of related questions can be asked in this stage. 	5 minutes	<ol style="list-style-type: none"> 1. The teacher listens to the students’ answers , lets them speak and corrects their answers if necessary. 	blackboard or computer
Introduction	<ol style="list-style-type: none"> 1. Inducing the students’ motivation by asking them to talk about their own personalities and their family members or relatives’. 2. The teacher introduces his own personality. 	15 minutes	<ol style="list-style-type: none"> 1. The teacher provides immediate oral feedback to the students’ answers to the questions. 	1. a video projector or the blackboard

<p>Preparation Phase one (Pre listening)</p>	<p>1. Brainstorming: Write the word “personality” on the board, give its meaning in Persian, ask the students to brainstorm about the topic. It is good to draw a concept map on the board to give some directions to students on how to brainstorm.</p> <p>2. Researching 3. Reading related text 4. Showing pictures or movies 5. Asking students to look at the pictures of the conversation and predict what they are going to listen.</p>	25 minutes	The teacher checks whether the students are making progress while using these techniques.	<p>Student book Dictionary Video clips Flashcards Actions or gestures</p>
<p>Phase two (While listening)</p>	<p>1. Playing the CD while their books are closed. 2. Asking students to listen carefully for the gist of meaning. 3. Writing some questions on the board and asking students to answer them.(e.g. : Is Reza helpful? Who helps Parham?) 4. Asking students to check if their predictions were correct.</p>	15 minutes	The teacher asks some related questions and makes sure the students can use proper adjectives and appropriate auxiliary verb “to be”.	<p>Computer or CD player</p>

<p>Phase three (post listening)</p>	<p>1. Asking some comprehension questions. 2. Asking students to share their experience of listening with their classmates. How was the listening , difficult or easy?</p>	<p>10 minutes</p>	<p>1. The teacher observes whether there are students not focusing on answering questions. 2. The teacher provides oral feedback to students' answers.</p>	
<p>Closure</p>	<p>The teacher re-states the usage of the verb “ to be ” in present tense.</p>	<p>3 minutes</p>		
<p>Assignment</p>	<p>Ask the students to: Make a dialogue according to the conversation and different personalities. Work in pairs and play the role of the students' personalities on pages 16 and 17.</p>	<p>2 minutes</p>		