

WEEK 9 - Seatwork - Assessing the curriculum

Read this lesson plan which will be implemented to the Mattayom class. Analyze and evaluate the lesson plan. Following the learning experiences of her plan, do you think teacher Tarhata will be able to achieve her objective. Justify your answer. (Word limit: maximum of 20 words)

Please upload answers in the google classroom in the continuous assessment folder week 9-seatwork.

Lesson Plan

Teacher's Name: - Ms. Tarhata

Class: - Mattayom 6/4

Week/Day: - 1st week /Tuesday

Date: - 8th December 2020

Time: - 09.10 – 10.00 AM

Room No.: - 125

Subject: - Supplementary English

Subject Code: - E30202

Lesson Objective: - By the end of the lesson, students will be able to form both positive and negative question tags.

Target Language: - Modals and Auxiliary verbs. For example, *isn't it? has he? were you? aren't you? don't you? mustn't he?*

Possible problem: - "Persistent use of first-language" – (Thai language).

Stage	Procedure	Timing	Material
Presentation	Introduce the topic, Elicit vocabulary, Activate target area by asking students Simple yes/no questions insisting on the Correct use of the auxiliary verbs. For Example: - Do you play tennis? Yes, I do. Have you been to Kenya? No, I haven't.	5-minutes	S/Board Projector
	Introduce the idea of question tags by Asking students questions using	5-minutes	Worksheets

	<p>Information that I already know about Them. For example: - You are studying English, aren't you? She didn't go to New York last year, did she?</p>		
	<p>Explain the usage of question tags to Students and which instances the tags Are more applicable than direct questions.</p>	10-minutes	Document-Camera
Practice	<p>Divide students into groups of 3 – 4- and Have them complete the gap-filling Exercise.</p>	15-minutes	Worksheets
Production	<p>Students mingle around the classroom, Ask questions, practice using the question Tags focusing on both types of intonation. (Rising and Falling Intonation) of Q-tags.</p> <p>Let the students focus on pronunciation By demonstrating the different meaning Indicated by a rising voice (asking for more Information) and a dropping voice (confirming Information).</p>	10-minutes	Worksheets
Wrap up	<p>Go around the classroom to check if Students are correctly using the TL (Target Language) when interacting with</p>	5-minutes	Stickers

Peers. Each gets a star sticker as a reward.

Mr Karoly Balazs Erdei

203512023

This is a classic Present-Practice-Produce lesson plan. First the teacher presents the target language, then in the practice part students start practicing the new language in a controlled context (here gap fill), then in the produce part students practice the new language with all the English they already know. Mingling activities are good because they usually raise the energy level in the classroom. As this procedure is tried and tested by many EFL teachers, it will be fine. I only miss a warmer activity from the beginning of the lesson.