

Teacher: Ms. Aymen I. Chaudhry (Emaan)

Subject: English	Level: Beginner	Topic: Parts of a Sentence		
Course/Programme: TEFL	Resources: Projector, Whiteboard, Markers, PPT, Cut-out sentence cards, Flash cards, Paper, Pencils & Worksheet	Duration: 45 minutes		
Target Language: English		Strategy: Peer & Group work		
General Objectives: By the end of this lesson the students will be able to: <ul style="list-style-type: none"> - Differentiate between a <i>sentence</i> and a <i>fragment</i>. - Identify <i>subject</i> and <i>predicate</i> in a sentence. - Demonstrate understanding of simple parts of a sentence (<i>subject</i> and <i>predicate</i>). - Formulate meaningful sentences. 		Specific Objectives: By the end of this lesson , the students will be able to: <ul style="list-style-type: none"> - Review a <i>sentence</i> and a <i>fragment</i>. - Match the pictures with relevant sentence cards. - Create simple sentences. - Apply the learned skill in the worksheet provided. 		
Anticipated Problem(s): <i>Students:</i> - The lesson is too complex for the students and runs slower than expected. <ul style="list-style-type: none"> - The lesson is too easy/boring for the students and runs faster than expected. <i>Teacher:</i> Absence of a projector or the projector does not work.		Solution(s): <i>Students:</i> - Allocate more time for discussion with peers to ensure the students get their puzzles right. <ul style="list-style-type: none"> - Provide the students with an additional activity to solve in the classroom. <i>Teacher:</i> Use the whiteboard to proceed with the lesson.		
Skills: <ul style="list-style-type: none"> - Read puzzle strips (cut-out sentence cards) to form meaningful sentences. (<i>Reading</i>) - Match puzzle strips to produce meaningful sentences. (<i>Writing</i>) - Question peers to find the other half of the puzzle to complete a sentence. (<i>Listening and Speaking</i>) 		Assumptions: <ul style="list-style-type: none"> - Students may get confused between <i>nouns</i> and <i>verbs</i>. (action word) 		
Procedure:		Phase	Timing	Interaction
<i>Warm-up</i>				
<ul style="list-style-type: none"> • Review <i>sentence</i> and <i>fragments</i> from the previous lesson by giving examples. Revise the rules of sentence writing (starting the <i>sentence</i> with a <i>capital letter</i> and ending with it a <i>period</i>). 		Engage	5 mins	T - Ss
<ul style="list-style-type: none"> • Display flash cards and encourage them to describe the picture. 		Activate	5 mins	T - Ss
<i>Lesson Introduction</i>				
<ul style="list-style-type: none"> • Introduce the aim of the lesson using '<i>who</i>'/'<i>what</i>' to their elicited questions using their answers from the previous activity. 		Engage	5 mins	T - Ss
<ul style="list-style-type: none"> • Explain what parts of a sentence are and where they are placed in the sentences. State that there are two main parts in a sentence; a <i>subject</i> (the naming part) and a <i>predicate</i> (the telling part). 				
<i>Presentation</i>				
<ul style="list-style-type: none"> • Display a ppt eliciting the concept with examples. 		Engage	5 mins	T - Ss
<i>Practice</i>				
<ul style="list-style-type: none"> • Drill the parts of sentence using pictures, first as class then individually. 		Engage	10 mins	T - Ss
<i>Production</i>				
<ul style="list-style-type: none"> • Distribute cut-out sentence cards. Working in pairs ask students to match <i>subject</i> with <i>predicate</i> ('<i>who</i>' with '<i>who did what</i>') and form sentences by joining them. Each group then presents their answers. 		Activate	5 mins	Ss - Ss
<i>Activity</i>				
<ul style="list-style-type: none"> • Provide the students with worksheets to solve. The students will circle the <i>predicate</i> of the sentence and write a suitable <i>subject</i>. 		Activate	10 mins	Ss - Ss

according to the pictures given. This will be done individually by the students. Teacher will just monitor the work. Once done check and discuss answers with the whole class.				
Assessment		Evaluation		
Classroom Assignment(s): <ul style="list-style-type: none"> - Assess their knowledge by group and individual work and hearing how they use <i>subjects</i> and <i>predicates</i>. - Worksheets. - Class Participation. 		<ul style="list-style-type: none"> • Checklist <ul style="list-style-type: none"> - Rubric ✓ - Mark Scale ✓ - Observation ✓ 		
Homework Assignment(s): <ul style="list-style-type: none"> - Write a short paragraph on 'My Pet' highlighting the <i>parts of sentence</i>. 				
Multi-level Students				
○ Below Level Ss: Provide Ss with short stories. Work with them to identify the <i>parts of sentence</i> .				
○ On Level Ss: Encourage Ss to identify and classify different <i>subjects</i> ('who', 'what', 'how' etc) and their <i>predicates</i> .				
○ Above Level Ss: Encourage Ss to write a short story identifying the <i>parts of sentence</i> in it.				
Wrap-up		Reflection		
<ul style="list-style-type: none"> • What are the <i>parts of a sentence</i>? Give some examples. • Summarize the lesson by asking students their thoughts on the lesson. Collect their sentences to assess their knowledge of <i>subject</i> and <i>predicates</i>. 		<ul style="list-style-type: none"> - Students were able to master the <i>parts of a sentence</i> and displayed piqued interest. 		

Date: 26-05-2015