

Teacher: Ms. Aymen I. Chaudhry (Emaan)

Subject: English	Level: Intermediate	Topic: Use of 'say' and 'tell'		
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"> - Distinguish and identify between the <i>verbs</i>, 'say' and 'tell'. - Write and perform a dialogue using the <i>verbs</i>, 'say' and 'tell'. - Formulate meaningful sentences. 		Specific Objectives: By the end of this lesson , the students will be able to: <ul style="list-style-type: none"> - Review the difference between the <i>verbs</i> 'say' and 'tell'. - Match the pictures with relevant sentence cards. - Create simple sentences using these <i>verbs</i>. - 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 be unfamiliar with the usage of 'say' and 'tell'. 		
Procedure:		Phase	Timing	Interaction
<i>Warm-up</i>				
<ul style="list-style-type: none"> • Review the '<i>past, present and future tense</i>' by giving examples taught in the previous lesson. 		Engage	2 mins	T - Ss
<ul style="list-style-type: none"> • Display flash cards and encourage them to describe the picture. 		Activate	3 mins	T - Ss
<i>Lesson Introduction</i>				
<ul style="list-style-type: none"> • Introduce the lesson about using the <i>verbs</i> 'say' and 'tell' and help the students to differentiate, understand, identify and use them correctly in sentences. 		Engage	3 mins	T - Ss
<ul style="list-style-type: none"> • Display a ppt eliciting the concept and examples. 		Activate	2 mins	T – Ss
<i>Presentation</i>				
<ul style="list-style-type: none"> • Write the examples of 'say' and 'tell' on the board. • Talk about the usage of 'say' (to speak in general about something that has been instructed or informed by someone else) and 'tell' (to report what someone else has instructed or informed a specific person). e.g. <i>He said they had a good time in Germany. Laura told them to hurry up.</i> • Teach the verb form of 'say' (<i>say-said-said-saying</i>) and 'tell' (<i>tell-told-told-telling</i>). 		Engage	10 mins	T - Ss
<i>Practice</i>				
<ul style="list-style-type: none"> • Drill the new sentences using 'say' and 'tell', first as class then individually. Write examples on the board • Have students review their writings to see if they can add 'say' and 'tell' to make their writings more lively and specific. 		Engage	5 mins	T - Ss

Production

<ul style="list-style-type: none"> • Give each group a few blank sheets of paper and a marker. Working in pairs, ask students to write dialogues using 'say' and 'tell' at least once each, in 5 minutes. Each group then presents their answers. • After 5 minutes, ask each group to perform their dialogue. Discuss the dialogue with the class, looking for any corrections needed. 	Activate	10 mins	Ss - Ss
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Activity

<ul style="list-style-type: none"> • Play a whispering game, where the teacher whispers a sentence into a student's ear, using 'say' and 'tell' and the student is to report to the next person whatever they heard. This person is to then write down whatever they heard and pass on the message till it reaches the last person. The last students are then asked to compare their sentence, and if the sentences are different they then check their peer's work and figure out the original sentence. 	Activate	10 mins	T - Ss
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Assessment

Evaluation

<p>Classroom Assignment(s):</p> <ul style="list-style-type: none"> - Assess their knowledge of the verbs 'say' and 'tell' by handing them out the worksheets to solve independently. - Ask students to write a paragraph using 'say' and 'tell'. - Class Participation. 	<ul style="list-style-type: none"> • Checklist <ul style="list-style-type: none"> - Rubric ✓ - Mark Scale ✓ - Observation ✓
<p>Homework Assignment(s):</p> <ul style="list-style-type: none"> - Write a dialogue using 'say' and 'tell'. 	

Multi-level Students

<ul style="list-style-type: none"> ○ Below Level Ss: Work with Ss to identify, define and explain the rules of the verbs 'say' and 'tell'.
<ul style="list-style-type: none"> ○ On Level Ss: Encourage Ss to identify and use the verbs 'say' and 'tell' correctly in sentences.
<ul style="list-style-type: none"> ○ Above Level Ss: Encourage Ss to write a letter using the verbs 'say' and 'tell'.

Wrap-up

Reflection

<ul style="list-style-type: none"> • What are the rules of using the verbs 'say' and 'tell'? Give some examples. • Summarize the lesson by asking students their thoughts on the lesson. Collect their sentences to assess their knowledge of the verbs 'say' and 'tell'. 	<ul style="list-style-type: none"> - Students with great interest were able to understand the rules of the verbs 'say' and 'tell' and enjoyed doing the activities.
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Date: 26-05-2015