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* There was no space, but draw the timeline.

HOW TO TEACH GRAMMAR

Target Language: Simple Past

Use: Simple past points to actions or states at a single point in the past. It is used for narration, making comments, giving reasons, ...

Marker Sentence/Form: List marker sentences and indicate breakdown of form for marker sentence and mark the main stress/any important features for pronunciation. (Think about a board plan - what written record do you want the ss to take away?)

Marker Sentence: Last night, I visited a friend.
He cooked a new Italian dish.
We watched an Indian film.

Breakdown of Form:

Statement: Last night, I visited a friend.

Negative: Last night, I didn't visit a friend.

Questions: Did I/you visit a friend last night?

What did you do last night?

Presentation: Describe a context/situation in which you can elicit the target language.

Books closed, I steps away from board, marker away. T recounts an anecdote about last night:

"Last night, I visited an old friend of mine. He cooked a new Italian dish and we ate dinner together. Then, we watched one of those long Indian films. It was terrible and I didn't like it at all! I left at 11:30 because I felt really sleepy. What do you think of my evening?"

Clear

2) T elicits a few ideas, then concept-checks.

3) T elicits accounts of ss' last night's ~~activities~~ ^{activities}, correcting ~~few~~ mistakes.

* 4) T gives a brief description of usage and draws a timeline. Points out the features (specific time).

(Intended as a review/revision because usually this lesson precedes the present perfect and they'll need the contrasts)

Good

Concept Checking: (Make up some questions to check the students understand the grammar). Try to anticipate problems students may have with the grammar. Make up 3 questions to help you do this. Example concept questions:

- When did I visit my friend?
- What did he do for dinner?
- What did we do after dinner?
- How was the film?
- Did we enjoy it?
- What time did I leave?
- Why did I ^{was}leave?

Good. ✓

All answers should be appreciated, but correct ones are praised (spot on! perfect!) and repeated by the same students who offers them.

Anticipated problems: List all problems students may have with concept/form/pronunciation.

- Some students may prefer the continuous forms: "I visiting my aunt last night" or (esp. in a sequence of events): "We went out and eating". Yes, this happens a lot.
- Irregular past forms
- The use of negative had/did when they're ^{the}main verb: "We hadn't any plan / We didn't our homework".
- Pronunciation: Did you /didzə/

Possible Solutions: List all the solutions to the above.

- Correct on the spot by repeating ~~the~~ the correct form or pointing out the need for correction and getting the answering student to make the correction.
- Drilling the correct form / peer correction (based on the difficulty of the problem verb)
- Explain the need for the auxiliary in negatives and get a corrected ~~redo~~ redo.
- Start off with "did you" /did ju/ and make the transition to /didzə/ in 2-3 questions. ✓

Please do it just like this in your assignment Sir. ✓