

INSTRUCTIONAL PROCEDURES

ED. 230

December 1997

LESSON PLAN

INDUCTIVE MODEL

(Typed by someone else...

Please disregard the punctuation and typing mistakes...)

By Nada Salem Abisamra

Lesson Plan

Inductive Model

1- *Planning the Lesson :*

1.1 *Topic* “Verbs not to confuse”

1.2 *Objectives*

a - *Content :*

Students will be able to

- *Identify 10 sets of verbs they usually confuse.*
- *Explain the difference between the verbs (after having understood their meanings)*
- *Use the verbs correctly.*

b - *Process :*

Students will observe , compare , generalize , explain

They will actively construct their understanding .

1.3 *Selected Materials*

Cards on which there are correct examples on one side and wrong examples on the other .

(Cards Provided)

2 - Implementing the Lesson

[I would like first to mention a few things :

Course Name	= English as a third language
Grade	= 10 th
Time	= 2 hours
Number of students	= 15
Prerequisites	= Irregular verbs - Tenses (Indicative Mood)

2.1 Lesson Introduction

- “ Good Morning ! How are you today ?

Before we start our new lesson , which is somehow related to the previous ones , let’s quickly review what we already know .

- “ Rabiĥ ! What do you know about the Simple past tense ?”

- “ We use the Simple past tense when we have a definite time in the past and a past habit ”, answered Rabiĥ .

-“....and when the action was completed in the past ”, added Raya .

-“ Good students ! Now let’s see , can you give me an example ,.....Ralph !”

“ - Yes , miss . I went to school everyday last month .”

- “ Good , you seem to have understood ; what about the present perfect tense ? ”

[The teacher waits for one minute then says :] Leyla!

-“ We use the present perfect when we have an indefinite time before now ,” answered Leyla.

-“ What else , Leyla ? ”

-“ Eh ,....I don’t remember ! “

-“ Let me give you an example : I (to visit).....this restaurant 4 times this week . Which tense do you use here , Leyla ?

- "The present perfect ."

- "Why ?"

- "Because" started Rabiḥ .

- "Don't answer , Rabiḥ , give Leyla a chance ! So , Leyla , why do you use the present perfect in this sentence ?"

- "Becausewe have a repeated action ? , " said Leyla shyly .

- "Excellent , Leyla , so what will the sentence be ?"

- "I have visited this restaurant 4 times this week ."

- "Okay , now , everyone , in order to be able to use the Simple past tense and the present perfect tense correctly , what are we supposed to have studied excellently ?"

- "The Irregular verbs !! " , answered all the students at the same time .

- "And I suppose you know them very well !"

- "Please , miss , ask me a few questions about them !"

said Makram .

2.2 Open-Ended Phase

- "No , not now ; let's switch to something else . I have a set of cards with me , and I will give each one of you a card OK , now , I want you , very silently , to read the different sentences on the cards .

[5 minutes later] What did you notice ? [Wait for a while , then] Karl ?

- "The same sentences are written twice , on both sides !? ."

- "Yes they are , but nothing different ? Jad ?"

- "Yes , the verbs"

- "NO , not all the verbs , "Kathy explains , "only a few !"

- "What about these few verbs , Kathy ?"

- "I don't knowthey are difficult"

- "But , Miss, we don't say 'Ann seated on a chair !' said Ayoub .

- "Good , Ayoub , what do we say , then ?"

- "We say 'Ann sit on a chair ' ."

- "Sit ??! Ayoub !!"

- "Excuse me , miss , 'sat' is the past of verb to sit ."

Ayoub ? ”

- “ OK , don't you have this sentence on your card ,
- “ Yes ,I do , on the other side . ”
- “ Then , what can you say about it ? ”
- “ My sentence is wrong , too !”, interrupted Ali ,

“Can we say , ‘if you are tired ,you should lay down ’ ? ”

- “ Answer the question yourself , Ali .”
- “ No , we can't , because verb to lay is a transitive verb and we don't have an object in this sentence ! ”
- “ Excellent , Ali , so what can we say about the sentences on each side ? ”
- “ Miss , miss ,” said Halim , “I know ! ”
- “ What , Halim , what do you know ? ”
- “On one side you wrote correct sentences and on the other wrong ones ! ”
- “ Very good !What else can you say ? ”
- “We have the same verbs on both sides , but they are switched ,” answered Marcel .
- “ Why are they switched? Aren't they correct when they are switched ? ”
- “ No , we cannot use them both ways ! ”said Tarek .
- “Which verbs do you have , Tarek ? ”
- “ I have to brake and to break .We can't say , don't brake this vase ! ”
- “ Why not ? ”
- “ We brake the car , it means we stop it ! ”
- “Excellent , Tarek , now can you give me the objective of this exercise ? ”
- “ Yes , miss, to give us wrong examples .”
- “ I gave you , Tarek , examples of wrong sentences , but , do you know why ? ”
- “So that we can know the right from the wrong ,” answered Salma in a low voice .
- “ Yes , miss , I have verbs ‘to ride and to read ’ and I always confuse between the two , ”said Cynthia .
- “ Good Cynthia , so , go ahead , why did I give you all these examples ? ”
- “Can it be so that we won't confuse between the verbs ? ”
- “ Excellent , Cynthia , then we can say that on these cards you have sets of verbs that are not to be confused . ”

2.3 Convergent Phase

- “ Let’s take a look now at the different examples that you have Aileen , which are the verbs on your card ? ”

- “ Fell and felt ; The past of to fall and to feel . ”

- “ So here is the first set of verbs ; who would like to write them on the board ? ”

- “ Me ”

- “ Me ”

- “ Me ”

- “ Come , Nabil , go ahead . ”

[Nabil starts writing the sets of verbs his mates give him , then another student comes to the board and so on . The teacher guides the students so that they explain why a sentence is wrong , and what is the difference in meaning or in form between the verbs .

2.4 Closure

- “ So , what was the objective of today’s lesson ?.... Carla? ”

- “ Not to confuse these verbs . ”

[Then the teacher asks a few students to give her the difference between the verbs written on the board and to explain again how they reached that conclusion .]

2.5 Application Phase

Homework assignment :

Choose one verb from each set and use it in a sentence .

3 - Assessing Student Learning:

Individual Test:

1 - Error Analysis

*2 - Write a paragraph of 12 lines (120 words)
using 12 given verbs :*

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Lesson Plan: Inductive Model

1-Planning the lesson:

Topic = “Verbs not to Confuse”

Objective =

- a- Content: Students will be able to
 - Identify 10 sets of verbs they usually confuse.
 - Explain the difference between the verbs (after having understood their meanings)
 - Use the verbs correctly.
- b- Process: Students will observe ,compare, generalize ,explain
They will actively construct their understanding .
- c- Selected Materials = Cards on which there are correct examples on one side and wrong examples on the other.

2 - Implementing the lesson

Course Name = English as a third language

Grade = 10th

Number of students = 15

Prerequisites = Irregular verbs - Tenses (Indicative Mood)

A - Lesson Introduction :

- “ Good Morning ! How are you today ?
Before we start our new lesson (which is somehow related to the previous ones) , let’s quickly review what we already know .
- Rabih! What do you know about the Simple past tense ?
 - “ We use the S past tense when we have a definitive time in the past and a past habit “, answered Rabih .
 - “...and when the action was completed in the past “, added Raya .
 - “ Good students ! Now let’s see , what about the present perfect ? “
[The teacher waits for one minutes then says :] Leyla!
 - “ We use the present perfect when we have an indefinite time before now ,”answered Leyla.
 - “ What else , Leyla ? ”
 - “ Eh ,...I don’t remember ! “
 - “ Let me give you an example : I (to visit).....this restaurant 4 times this week . Which tense do you use here, Leyla ?
 - “The present perfect “.
 - “Why ? ”
 - “ Because” started Rabih .

“don’t answer ‘ Rabih ‘ give Leyla a chance ! So ‘ Leyla ‘ why do you use the present perfect in this sentence ? “

- “ Becausewe have a repeated action ? “, said Leyla shyly .
- “ Excellent , Leyla , so what will the sentence be ? “
- “ I have visited this restaurant 4 times this week .”
- “ Okay , now , everyone , in order to be able to use the S. past tense and the present perfect tense correctly , what are we supposed to have studied excellently ?”
- “ The Irregular verbs !! ” ,answered all the students at the same time .

- - And I suppose you know them very well ! “
- - “Please , miss , ask me a few questions about them !” said Makram.
- - No , not now ; let’s switch to something else . I have a set of cards with me , and I will give each one of you a card .
- - OK , now I want you , very silently , to read the different sentences on the cards .
- [2 minutes later] What did you notice ? [Wait for a while , then] Karl ?
- - “The same sentences are written twice , on both sides !? .”
- - “ Yes they are , but nothing different ? Jad ?”
- - “ Yes , the verbs”
- - “ NO , not all the verbs , “Kathy explains , “only a few ! “
- - “ What about these few verbs , Kathy ? “
- - “ I don’t knowthey are difficult”
- - “ But , Miss, we don’t say “ Ann seated on a chair ! “, said Ayoub
- - “ Good , Ayoub , what do we say , then ? “
- - “ We say “Ann sat on a chair . “
- - “ Don’t you have this sentence on your card , Ayoub ? “
- - “ Yes ,I do , on the other side . “
- - “ Then , what can you say about it ? “
- - “ My sentence is wrong , too !” interrupted Ali , “ can we say , if you are tired you should lay down ? “
- - “You answer your question , Ali .“
- - “ No , we can’t , because verb to lay is a transitive verb and we don’t have an object in this sentence ! “
- - “ Excellent , Ali , so what can we say about the sentences on each side ? “
- - “ Miss , miss , “said Halim , “I know ! “
- - “ What , halim , what do you know ? “
- - “On one side you wrote correct sentences and on the other wrong ones ! “
- - “ Very good !What else can you say ? “
- - “We have the same verbs on both sides , but they are switched , “ answered Marcel .
- - “ Why are they switched? Aren’t they correct when they are switched ? “
- - “ No , we cannot use them both ways ! “said Tarek .
- - “Which verbs do you have , Tarek ? “
- - “ I have to brake and to break . “
- - “ We can’t say , don’t brake this vase ! “
- - “ Why not ? “

- - “ We brake the car , it means we stop it ! “
- - “ Excellent , Tarek , now can you give me the objective of this exercise ? “
- - “Yes , I gave you wrong examples , but why ? “
- - “ So that we can know the right from the wrong “ answered Salma in a low voice .
- - “ Yes , miss , I have verbs “to ride and to read “ and I always confuse between the two , “ said Cynthia .
- - “ Good Cynthia , so , go ahead , why did I give you all these examples ? “
- - “Can it be so that we won’t confuse between the verbs ? ”
- - “ Excellent , Cynthia , so we can say that on these cards you have sets of verbs that are not to be confused . “

C - Convergent Phase :

“ Let’s take a look now at the different examples that you have ; Aileen , which are the verbs on your card ? “

- - “Fell and felt ; The past of to fall and to feel . “
- - “So here is the first set of verbs ; who would like to write them on the board ? “
- - “ Me “
- - “ Me “
- - “ Me “
- - “ Come , Nabil , go ahead . “
- [Nabil starts writing the sets of verbs his mates give him , then another student comes to the board and so on . The teacher guides the students so that they explain why a sentence is wrong , and what is the difference in meaning or in form between the verbs .

D - Closure

- - “ so , what was the objective of today’s lesson ?.... Carla? “
- - “ Not to confuse these verbs . “

[And the teacher asks a few students to give her the difference between the verbs written on the board and to explain again how they reached that conclusion.]

E - Application Phase

Home work assignment: Choose one verb from each set and use it in a sentence.

3 - ASSESSING STUDENT LEARNING :

Individual Test:

- 1 - Error Analysis
- 2 - Write a paragraph of 12 lines (120 words) using 12 given verbs: