

SMARAGDA GIDITSI, ENGLISH TEACHER

ENGLISH MICROSCENARIO

TITLE: ENGLISH THROUGH MUSIC 2

SUBJECT: THE SIMPLE FUTURE AFFIRMATIVE FORM (FIRST CONTACT WITH THE TENSE) /TIME WORDS & EXPRESSIONS

CLASS: 1ST GRADE HIGH SCHOOL, BEGINNER LEVEL, AGES 12-13

DURATION: 1 TEACHING HOUR

EXTENSION: MINI-PROJECT ASSIGNMENT

OBJECTIVES / EXPECTED RESULTS

At the end of the microscenario, ss are expected to:

- learn to recognize, pronounce and write some commonly used English time words / expressions
- have had their first contact with the Simple Future tense and be able to recognize some common verbs in their Simple Future forms
- have made contact with English pop music, enjoyed a popular English song and used its material to assimilate the aforementioned elements of the English language
- have developed the ability to work both in small groups and individually
- have enhanced their skills as to the use of digital resources and materials to carry out and present their work
- be able to apply and extend their skills by working at home, without the presence of the teacher, to produce work based on the theme of the lesson, thus enhancing their independence
- reflect on what they have learnt and be able to fill in an assessment rubric to record the results of their effort

PROCESS DESCRIPTION

Using a projector and / or the IWB, the teacher presents the song "All My Loving" by the Beatles (with lyrics) so ss can have their first contact with the material and enjoy the song. The teacher explains at the start what the theme of the lesson is so ss will know what language areas they will be working on.

<https://www.youtube.com/watch?v=xr7tyMLKtIA>

Next, the lyrics are shown on the IWB using a Google docs document prepared by the teacher so that they can be processed by the ss.

<https://docs.google.com/document/d/1rrteGoZdTyeRS53RucaldLU4OsKJreQrb7YUcf16MLk/edit>

The teacher divides ss into two groups (preferably of mixed ability, so stronger ss can help weaker ones) and each group works with one of the first two stanzas of the song on the IWB. Ss take turns to find and underline the time words / expressions on the IWB in their group's stanza. The role of the teacher is minimal and stronger ss undertake to help weaker ones in the group, with the teacher intervening only when needed. Ss deal with this aspect of the language first, as it is simpler and some words will already be familiar, even to weaker ss, before they move on to the more demanding area of the new verb tense.

Next, the teacher presents the pronunciation and spelling of each time word or expression using an online dictionary and has ss practise saying the words aloud and then write them down in their vocabulary notebooks, together with their meaning:

<https://www.wordreference.com/engr/>

The teacher then explains that a new verb tense will be presented and, to introduce it, provides 2-3 example sentences written on the board. With the help of stronger ss, the new form is underlined and explained in each example. Finally, the teacher presents a table showing the formation of the new tense in the affirmative form for all persons, singular and plural.

After this, the ss return to the Google docs document and, individually, read the lyrics trying to locate verbs in the Future Simple form, based on the previous presentation. The teacher helps where needed and allows ss some time to find the information. Ss note down the verbs they find and individually report to the class on what verbs they have found, sharing their findings. The teacher provides any help necessary with pronunciation and/or meaning, but it is the ss who do most of the work here, by drawing on their previous or newly-acquired knowledge, so that they can develop their autonomy and self-esteem.

WORKSHEET 1 (common for all ss)

The worksheet is assigned as homework to be handed in in the next lesson and ss work on it individually.

- 1) Find unknown words in the lyrics and look up their meaning using the following online dictionary. Write the new words in your notebook, too.

<http://www.wordreference.com/engr/>

- 2) Write 5 sentences of your own using the Simple Future affirmative form, trying to include some time words, too, if possible. Write your answers on this Google docs document, to be presented in the next lesson:

https://docs.google.com/document/d/1ghMveevfco06R9d7OGL9_DHSWwnwavhEP4Q8Hz4-HkU/edit

WORKSHEET 2 (different levels)

Lower-level ss are asked to complete exercise A in the following link and check their answers on the spot, using the key provided:

https://bbresources.s3.amazonaws.com/sites/3/Grammar2-FutureWill_2632.pdf

Higher-level ss are asked to complete the task in the following link:

<https://www.e-grammar.org/download/future-simple-exercise-1.pdf>

MINI-PROJECT (cooperative work by all ss)

COMPLETION TIME: 7 days

As a follow-up, the ss are assigned the creation of an online poster to present promises made to teachers or parents, using the Simple Future and present their work in class. The activity is aimed at developing ss' creativity and promoting self-expression in an entertaining way. The poster created will be downloaded from the site, printed out and hung on a classroom wall as an instant reminder of this language area.

<https://www.postermywall.com/index.php/posterbuilder>

SELF-ASSESSMENT RUBRIC

After the project has been completed, ss are given the following self-assessment rubric:

IN THIS LESSON I HAVE LEARNT:	VERY WELL	WELL	FAIR	I MUST TRY MORE
To pronounce, remember and write some common English time words				
To recognize the Simple Future form of basic verbs in English				
To produce sentences of my own using the Simple Future tense				
To work both on my own and as part of a group				
To use digital tools for my classwork and homework				
To fill in assessment rubrics to evaluate my own progress!				