

Task Based English: Beginner Lessons

Topic: Imperatives

Language: Structure: Raise, touch, lift, lower, open, clap, tap, Body Parts

Assumptions: Ss are familiar with the parts of the body.

Challenges: Ss may have some trouble with possessives used in giving imperative instructions.

Solution: Review structure with Ss. Be direct about use of possessive and body part.

Objective: SWBAT create an imperative task list to challenge other students with in an imperatives mingle activity.

Time	Stage	Procedure	Interaction	Purpose	Materials																		
1-2 Minutes	Context	Begin by opening the door. Pretend to be fascinated with it. Open the door. Close the door, repeat several times. Ask: What am I doing? Ss may answer, if not provide. Open the door. Close the door.	T-S	Create a context of saying names and answering questions about names with Ss.																			
5-8 minutes	Presentation	<p>Perform different actions to elicit imperatives from Ss. (Touch your head, clap your hands, tap your foot, etc).</p> <p>Write imperatives on board on one side.</p> <p>On the Board</p> <table style="margin-left: 40px;"> <tr> <td>tap</td> <td rowspan="6" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="6" style="vertical-align: middle;">your</td> </tr> <tr> <td>clap</td> </tr> <tr> <td>touch</td> </tr> <tr> <td>lift</td> </tr> <tr> <td>lower</td> </tr> <tr> <td></td> </tr> </table> <p>Elicit Body parts from Ss. Write on the other side of the board.</p> <p>On the Board</p> <table style="margin-left: 40px;"> <tr> <td>tap</td> <td rowspan="6" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="6" style="vertical-align: middle;">your</td> <td rowspan="6" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="6" style="vertical-align: middle;">head toes</td> </tr> <tr> <td>clap</td> </tr> <tr> <td>touch</td> </tr> <tr> <td>lift</td> </tr> <tr> <td>lower</td> </tr> <tr> <td></td> </tr> </table> <p>Write a statement with imperatives on the board.</p> <p>Touch your head!</p> <p>Have Ss repeat the action.</p> <p>Review with several imperatives. Ask Ss "who touches"</p> <p>Elicit the person being directed, or "your".</p>	tap	}	your	clap	touch	lift	lower		tap	}	your	}	head toes	clap	touch	lift	lower		T-S	<p>Present vocabulary and key structures. Allow Ss to encounter the structure.</p> <p>Review and clarify vocabulary and key structures.</p>	White board
tap	}	your																					
clap																							
touch																							
lift																							
lower																							
tap	}	your	}	head toes																			
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touch																							
lift																							
lower																							
1-2 minutes	Presentation (Pre-Task)	<p>Arrange Ss into pairs.</p> <p>Pass out cards with imperative actions.</p> <p>Review each picture with Ss to explain action.</p> <p>Optional: Use words for imperatives if Ss are</p>	S-S	Clarify and remember key structures in lesson.	Cards with classroom objects and a few additional items.																		

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		<p>literate. Or use both.</p> <p>Model: T picks up card. Look at picture. Turn to Ss. Say: Touch your head. Have Ss do action. Motion to Ss to pick up a card and give you an instruction. Listen to instruction.</p> <p>Pass out cards in pairs. Allow pairs to practice with cards. If time permits rearrange pairs and allow Ss to do it again.</p>		<p>Model instructions for Ss.</p> <p>Provide scaffolding for the next activity.</p>	
10-15 minutes	Practice (During Task)	<p>Task 1: Arrange Ss into groups. Model for Ss. Have three Ss stand up. Give instructions. Count down giving five different instructions. T: Touch your head. Tap your toes. Clap your hands. When you reach five choose a student. have Ss give instructions to you and other two students. Have Ss give five instructions then pick a new students. Stop the modeling.</p> <p>Have Ss do the activity in small groups.</p> <p>Task 2: Have Ss draw a chart with three columns. Ask Ss to draw/write imperative in first column. Model on the board.</p> <p>When finished have Ss draw/write body parts in second column. Model on the board.</p> <p>T Creates their own chart on board to model for Ss. Each chart should have 10 imperatives and 10 body parts. Body parts can repeat or Ss may get creative.</p>	<p>T-S</p> <p>S-S</p> <p>S</p>	<p>Model instructions for activity.</p> <p>Clarify and remember imperative structures.</p> <p>Remember and internalize imperative form while preparing for next activity.</p> <p>Allow Ss time to complete set up task.</p>	Blank pieces of paper for making charts.
10 minutes	Post Task Production	<p>Task 3: Model with Ss. Have Ss stand up and move around the room. Ask Ss to pair with one student and give instruction. Listening students does the action. If the Ss does it correct S puts a check on their chart. If not, S puts X. Ss exchange roles and repeat.</p> <p>Motion to all Ss to stand. Allow time for Ss to go around the room asking and answer the question.</p>	Ss-Ss	<p>Model Activity for Ss.</p> <p>Objective: Ss create an imperative task list to challenge other students with in an imperatives mingle activity.</p> <p>Allow Ss to fluently use language without Ss control.</p>	Ss made charts.
2 minutes	Wrap Up	Play a game of "Teacher says" with Ss. Take turns and allow Ss to take direction as well.	T-S	Closing	

Chart Ss make:

Action	Body Party	Check/X

