

Task Based English: Beginner Lessons

Topic: Things In the Classroom

Language: Structure: What's is it? It's (a/an) _____ -.

Assumptions: Ss may have some familiarity with classroom nouns. May be familiar with structure. If so, work on correcting potential fossilized errors.

Challenges: Difficulty with pronunciation of contract forms. Potentially adding extra syllables. Struggle with use of (a/an)

Solution: Review pronunciation in presentation. Use clapping and rhythm to get the correct pronunciation. Play an (a/an) game in presentation to clarify use.

Objective: SWBAT ask and answer about classroom objects using target structure and correct articles in a mingle activity.

Time	Stage	Procedure	Interaction	Purpose	Materials
1-2 Minutes	Context	Come into class looking for something. Look around room. Encourage Ss to ask in either L1 or L2 what you may be looking for. Choose a classroom object. Hold it up. Say "What is it?" Elicit answer is Ss know. If Ss don't know, answer "It's a..." Have Ss repeat.	T-S	Create a context of saying names and answering questions about names with Ss.	
5-8 minutes	Presentation	<p>Hold up realia. Ask question "What is it?" Name object. Have Ss answer using the correct form "It's (a/an) ..."</p> <p>(Suggested objects: pencil, pen, notebook, bag, desk, chair, computer, board, eraser, ruler, glue)</p> <p>Repeat question and answer using clapping. Have Ss clap and repeat.</p> <p>Hold up object. Write a question mark on the board. Hold hand to ear to encourage Ss to ask the question. Ss: What is it? T: It's a... Repeat with remaining objects.</p> <p>Repeat question and answer using clapping. Have Ss clap and repeat.</p> <p>Pass out objects to Ss. Have one Ss hold up an object. Have class ask question. Have Ss with object answer.</p> <p>Repeat with the rest of objects.</p> <p>Write "It's a" on board. Have Ss repeat. Hold up objects that work with "a" Have Ss use phrase. T: What is it? S: It's a book. It's a notebook.</p> <p>Write "It's an" on the board.</p>	T-S	<p>Present vocabulary and key structures. Allow Ss to encounter the structure.</p> <p>Review and clarify vocabulary and key structures.</p>	Realia from around the classroom.

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		Have Ss repeat. Write eraser on the board. have Ss repeat with word. Add additional words that begin with vowels that Ss will know. (apple, orange, elephant, etc. Use words from previous units or learning).			
1-2 minutes	Presentation (Pre-Task)	Arrange Ss into pairs. Pass out cards. Model: T picks up card. Looks at it. Shows it to Ss. Asks: What is it? Ss: It's a pencil. To motions to Ss to pick up card. S picks up card, shows it to T. Asks: What is it? T: It's an eraser. Pass out cards in pairs. Allow pairs to practice with cards. If time permits rearrange pairs and allow Ss to do it again.	S-S	Clarify and remember key structures in lesson. Provide scaffolding for the next activity.	Cards with classroom objects and a few additional items.
10-15 minutes	Practice (During Task)	Task 1: Point to an object in the classroom. Pick up a square of paper. Draw object on square. Ask Ss: What is it? Ss answer saying object. Point to another object. Draw. Show Ss. Ask and answer. Pass out 6 to ten pieces of paper to each Ss allow time for Ss to draw. Each Ss will draw their own items. Ss do not need to draw the same things. T draws while Ss draw.	T-S S-S	Model instructions for activity. Allow Ss time to complete set up task.	Blank squares of paper
10 minutes	Post Task	Pick up T cards. Go to an Ss. Hold up card. Ask S: What is it? Allow S to answer. Motion to S to hold up a card for you and ask question. Answer S question. Move on to another S. Model again. Have two Ss model together. Motion to all Ss to stand. Allow time for Ss to go around the room asking and answer the question.	Ss-Ss	Remember and internalize dialogues created in the previous tasks.	Ss made cards.
10 Minutes	Production	When finished have Ss sit. Model with Ss. Take a partner. Move around the classroom with S. Point to something, ask: What is it? Have Ss answer. Arrange Ss into pairs. Allow Ss to walk around classroom and name objects. Monitor and assist.	T-S S-S	Objective: Ss ask for names of classroom objects in a mingle activity. Allow Ss to fluently use language without Ss control.	Objects from classroom. Teacher may want to seed classroom with additional objects.
2 minutes	Wrap Up	Point to object in the room. Ask: What is it? Have Ss answer. Continue as time permits.	T-S	Closing	