

# **ACTIVATING BACKGROUND KNOWLEDGE— MOTIVATION PHASES ACROSS DIFFERENT LESSONS**

## **Lesson A: What time does...?**

### **SIMPLE PRESENT TENSE MOTIVATION**

Tell students, “I usually get up at \_\_\_\_\_ a.m. What does “get up mean?” (students provide correct answer). Teacher praises correct answer then asks individual students, “What time do you get up?” The teacher then scaffolds several students to answer.

Then the teacher asks students, “What time does school start?” Again the teacher scaffolds correct answers. The teacher follows this by asking, “When does school end?” Once the teacher has scaffolded correct answers, she writes “What time...?” on the board and underneath it “When...?” and explains that they mean the same thing.

The teacher then asks, “What time is it?” When a student correctly answers, the teacher say, “Oh! It’s time to begin the lesson!” and starts.

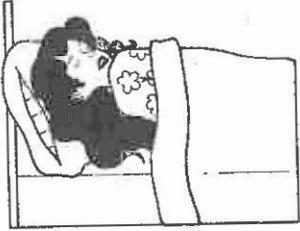
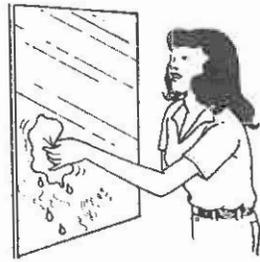
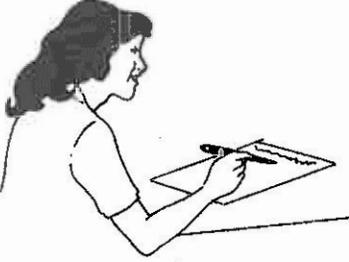
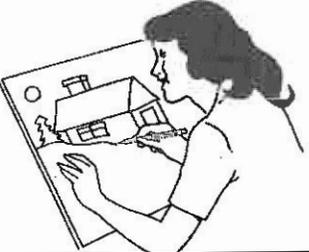
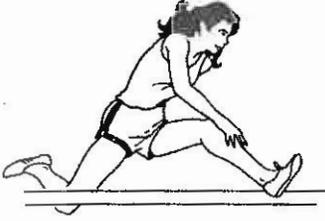
**--MOTIVATION--**

**Lesson B: Hurry Up!**

**PRESENT PROGRESSIVE**

**DO NOW ACTIVITY**

*Write a sentence about what the girl is doing for each picture.*

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

# MOTIVATION: SIMPLE PRESENT & PRESENT PROGRESSIVE (or Continuous) COMPARISON

## Lesson C: Low Cost Construction

(assumes that students have been introduced to both tenses but have not compared their uses)

Teacher asks a student, "What is something you do every day?"

The student answers (the teacher may need to scaffold a correct answer using the simple present tense). Perhaps the student says, "I brush teeth every day." The teacher writes the student's (corrected if necessary) answer on the board and underlines "every day."

The Teacher asks the student to ask the same question to another student, who answers, and so on through three to four turns.

The Teacher then asks another student, "What are we doing now?"

The student (scaffolded by the teacher), gives a reasonable answer: "we are talking, today." Or "we are studying English." Or "We are learning." The teacher writes the student's answer on the board (corrected if necessary), underlining "now."

The teacher asks, why do we say "brush" here but "are learning" here? What is different about the two sentences? Students should volunteer "now" and "every day."

The teacher then draws a spiraling line under "now" and a dashed line ( \_ \_ \_ \_ ) under "every day."

The teacher asks, "What are some words that can replace "every day?" Teacher scaffolds students to provide the answers (e.g., every week, usually, sometimes); if they struggle the Teacher gives some possibilities like often, sometimes, rarely, and provides no explanation unless explicitly asked.

Then, the teacher asks, "What are some words that can replace, 'now'" and scaffolds students to provide the answer. If they struggle the teacher gives some possibilities like "today," "at the moment" "in this class," and again provides no explanation unless explicitly asked.

Then the teacher introduces the dialogue for the class.

# MOTIVATION : WH-QUESTIONS

## Lesson C: Can I Ask You Some Questions?

To start the class, ask one of your stronger students several WH questions. Stress the WH-word you choose and when the student gives an answer, echo the student response emphasizing the word that answered the WH-question.

Then with the whole class brainstorm information that people often ask questions about. For example: What is your name? How old are you? What is your hobby?

Then ask students to ask you questions to learn more about you. They can ask questions about anything they want (and if they ask something embarrassing you can make up a less embarrassing answer 😊). Scaffold them to make well-structured sentences.

Compliment the students on their good questions and then move on to the dialogue.

# MOTIVATION: Past Tense Lesson—Teacher Guidance

## Lesson D: A Trip to the Capital

### Do Now Activity Teacher Instructions:

Write on the Board: When you come in, sit quietly at your desk. Write at least three things that you did yesterday. Be ready to share them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Then for the warm-up activity start by saying, “I did many things yesterday but three things I did yesterday were” (for example):

1. I went shopping at the market
2. I made dinner
3. I wrote today’s lesson

Then write on the board, I went I made I wrote. Ask the class,

Yesterday I went, today I .....?

Yesterday, I made, today I .....?

Yesterday, I wrote, today I....?

When student provide answers (perhaps with your scaffolding), say, when we talk about the past we have to be careful. There are many verbs that have irregular forms in the simple past, okay?

The write “What did you do yesterday?” on the Board. Pose the question to two or three students, with each giving at least three answers from each. If they have trouble with an irregular verb, see first if another student can solve it first, and if not you provide the irregular verb (in either case write the present and past tense forms on the board). If after you ask “What did you do yesterday?” a few times, take a break and ask the student who just answered you to call on another student, then it is the second students turn, etc. Congratulate the students on a good start to the lesson and move to the dialogue.

# MOTIVATION: SIMPLE FUTURE TENSE:

## LESSON E: A Promising Future

The teacher approaches a student. (an underline indicates emphasis)

S/he says to the student: *Will you be a good student today?*

Student answers: Yes (or maybe something like *"Yes, be good student."*)

Teacher says with emphasis *"Will you be a good student today?"*

Student says, *"I will be good student today,"* or maybe something similar. In any case, the teacher scaffolds the student until the student produces the simple present form.

The teacher writes, "Will you...?" → "I will..." on the board.

The teacher asks another student, *"Will you be quiet today?"* (the teacher says "quiet" in a stage whisper)

Student answers, *"Yes, I will be quiet,"* (or some other acceptable form using, *I will*).

Teacher answers, *"Good. Thank you."*

S/he then asks another student, *"Will you be very noisy today?"* (the teacher shouts *"very noisy today."*)

Student may answer, *"Yes I will."* In which case the teacher scaffolds, *"What? You will? You will be noisy?"*

The teacher then asks the class *"Is it good to be noisy?"* and the class will agree, *"Nooooo!"*

The teacher asks the student again, *"Will you be noisy today?"* Hopefully the student says *"No,"* if not she will scaffold the student towards a negative form—perhaps by also calling on other students.

The teacher then writes on the board underneath, "Will you? → I will" "Will you?--> "I won't."

The teacher then writes "to promise" on the board while pronouncing it two or three times and underneath it she write the expression for "to promise" in the local language (also pronouncing it).

The teacher then makes a simple request like, *"Will you pay attention today?"* To a student who answers, *"Yes, I will."* Then the teacher gestures for that student to ask the same question to the student next to her/him (and if a student has trouble, write the question on the board). Then engage in the same type of activity as before but for a negative answer, such as *"Will you sleep in class today?"*

Then the teacher says in a loud voice, *"Will everybody work hard today?"* Most or all of the class will chorally respond, *"Yes we will!"* (or maybe just *"We will."*)—but don't accept simply *"Yes"*). Instead scaffold them to produce more. End the Motivation phase by saying *"Thank you for your promise!"* and then moves onto the dialogue.

**MOTIVATION: Relative/ Adjective Clauses**

**Lesson F: Relative Clauses**

*(Secondary Structure: Predicate Noun Phrases)*

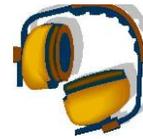
**Warm-Up**

*How can you describe people?*

*How can you describe pieces of equipment?*

*Can such descriptions help you when you are new at a place, such as school or work?*

**Listening to Language in the Real World - Part I**



- *Listen to the sets of dialogs.*
- *Who are the speakers?*
- *Where are they?*
- *Which person does the second speaker learn more about?*

<b>Dialog</b>	<b>The speakers are ...</b>	<b>Where are they ?</b>	<b>The second speaker learns more about ...</b>
1			
2			
3			
4			