

LESSON PLAN

Unit I—Week 2: The basic sentence patterns I

Lesson Name: The Basic English Sentence Patterns

Class/Level: Intermediate Level; CESL class; 15 students.

Class Date/Time: 2 hours with 10 minutes break

Material:

1. The Power Point Presentation
2. Warming-up quiz

Goal/Aim: The students understand some grammatical terms related with the lesson and the first three basic sentence patterns so that they will be able to produce the sentences, in speech or writing, and to judge about the sentences and correct them if needed.

Grammar Structures Employed

1. The 1st pattern: Subject (S) + Intransitive-complete verb
2. The 2nd pattern: S + Intransitive-incomplete verb + Subjectival Complement (SC)
3. The 3rd pattern: S + Transitive-complete verb + Object (O)

Questions and Answers:

1. How do you judge whether a sentence is grammatically correct or incorrect?
2. What is the “parts of the sentence”?
3. Can you list some of the verbs that can stand alone (with neither a complement nor an object), need complement, or need object?

Warming-up:

- Composing sentences in the five patterns with the words describing the pictures given.
- The warming-up quiz is distributed and students answer those questions with no discussion with peers.
- 20 minutes given.
- Toward the end of the class, the questions concerning the first three patterns will be discussed.

Presentation: Power Point presentation

1. Introduction: Definition of relevant grammatical terms
 - 1.1. Parts of sentence

- 1.1.1. Subject
- 1.1.2. Verb
- 1.1.3. Complement (subjectival)
- 1.1.4. Object
- 1.2. Basic features of verbs
 - 1.2.1. Transitive vs. Intransitive
 - 1.2.2. Complete vs. Incomplete
2. The patterns
 - 2.1. The first pattern
 - 2.1.1. The kind of verb
 - 2.1.2. The sentence structure
 - 2.1.3. Examples
 - 2.1.4. Verbs of this kind
 - 2.2. The second pattern
 - 2.2.1. The kind of verb
 - 2.2.2. The sentence structure
 - 2.2.3. Examples
 - 2.2.4. Verbs of this kind
 - 2.3. The third pattern
 - 2.3.1. The kind of verb
 - 2.3.2. The sentence structure
 - 2.3.3. Examples
 - 2.3.4. Verbs of this kind

Practice/Production

1. The warm-up questions relevant to this lesson (Supplement 1)
 - 1.1. Students discuss their answers
 - 1.2. Each pair explains its answer
 - 1.3. This is speaking practice

Conclusion

1. Summary of the lesson
2. How to practice the patterns

LESSON PLAN

Unit I—Week 3: The basic sentence patterns II

Lesson Name: The Basic English Sentence Patterns

Class/Level: Intermediate Level; CESL class; 15 students.

Class Date/Time: 2 hours with 10 minutes break

Material:

1. The Power Point Presentation
2. Warming-up quiz
3. Checking practice—Peer error correction

Goal/Aim: The students understand some grammatical terms related with the lesson and the fourth and fifth basic sentence patterns so that they will be able to produce the sentences, in speech or writing, and to judge about the sentences and correct them if needed.

Grammar Structures Employed

1. The 4th pattern: Subject + Ditransitive verb + Indirect Object (IO) + Direct Object (DO)
2. The 5th pattern: Subject + Transitive-incomplete verb + Object + Objectival Complement (OC)

Questions and Answers:

1. What is the difference between the 4th pattern and its equivalent in the 3rd pattern?
2. What kind of parts of speech can be objectival complement?
3. How would you make the fifth pattern sentence into two sentences?

Warming-up:

- Correct as many sentences as you can in the supplement 2.
- The warming-up practice is distributed and students answer those questions with no discussion with peers.
- 20 minutes given.
- Toward the end of the class it will be discussed.

Presentation: Power Point presentation

1. Introduction: Definition of relevant grammatical terms

- 1.1. Parts of sentence
 - 1.1.1. Object
 - 1.1.1.1. Direct
 - 1.1.1.2. Indirect
 - 1.1.2. Complement
 - 1.1.2.1. Subjectival
 - 1.1.2.2. Objectival
- 1.2. Basic features of verbs
 - 1.2.1. Transitive vs. Ditransitive
 - 1.2.2. Complete Transitive vs. Incomplete Transitive
2. The patterns
 - 2.1. The fourth pattern
 - 2.1.1. The kind of verb
 - 2.1.2. The sentence structure
 - 2.1.3. Examples
 - 2.1.4. Verbs of this kind
 - 2.2. The fifth pattern
 - 2.2.1. The kind of verb
 - 2.2.2. The sentence structure
 - 2.2.3. Examples
 - 2.2.4. Conversion of sentences of this pattern into two sentences vice versa
 - 2.2.5. Verbs of this kind

Practice/Production

1. The warm-up questions relevant to this lesson (Supplement 1)
 - 1.1. Students discuss their answers
 - 1.2. Each pair explains its answer
 - 1.3. This is speaking practice
2. Correcting sentences (Supplement 2)
 - 2.1. Students discuss their answers
 - 2.2. Each pair explains its answer
 - 2.3. This is speaking practice

Conclusion

1. Summary of the lesson
2. How to practice the patterns

Supplement 1:

DIAGNOSIS

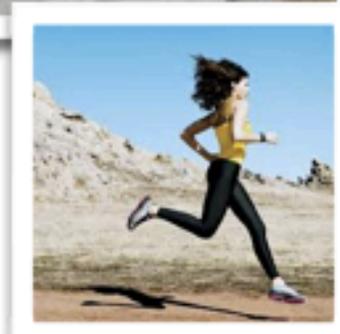
Write two complete sentences in present tenses (not present progressive) using right forms of the words in the parentheses, to describe the picture.

1.

1) What do they do? (Walk)



2) What does she do? (Run)



2.

1) What are you? (student, teacher, doctor, etc)



2) The model walks. Her walking is beautiful. (walk, beautiful)



3.

1) What does the baby do? (eat, an apple)



2) What does she do? (read, a book)



4.

1) What does the boy do? (give, an apple)



2) What does the lady do? (teach, the boy, English)

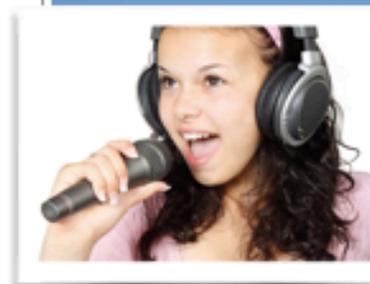


5. How would you describe these? (I, see or hear, fly or sing)

1) You see a bird and the bird is flying.



2) You heard a girl. She sang beautiful.



Supplement 2: Correcting peers' sentences (the red letters are the corrections)

- When we *get* ~~to~~ *understand* it.
- They need to *play* ~~the~~ *game* very cleverly.
- The leader *instructs* ~~to~~ entire ~~of~~ team.
- He scored the most points in Ole Miss and *lead* ~~the~~ *team* to victory
- There are good people who are very friendly and kind and always *smile*~~ing~~.
- Next we *went* ~~to~~ Famers Market.
- We went to Graceland *that* ~~was~~ Elvis Aron Presley's house.
- He ... lived *together* ~~with~~ his parents.
- He ... *lived* ~~with~~ his girlfriend.
- Every room ~~is~~ *has* different image.
- When I *went* ~~to~~ *there* first time, *before* ~~to~~ *going* inside,
- That gardening ~~ing~~ *has* ~~was~~ very impressive for me.
- They have also Mother's tombstones in garden ~~and~~ *which are* very pretty.
- I *am/became* *curious* about his songs.
- Although my English is not so good to *understand* ~~about~~ ~~explain~~ *explanation*
- When I *arrived* ~~at~~ the concert hall.
- This was first time *to* ~~listening~~ to banjo music.
- We didn't need to ~~worried~~ *worry about* our lives.
- *It is* sweet and beautiful.
- You can eat donut ~~to see~~ *seeing* the Mississippi river.
- Los Angeles is located on the west coast of California, ~~and~~ *(it) is* the second largest city.
- Because Universal Studios is the movie theme amusement park, *it* ~~not~~ only can visit some scenes often ~~appears~~ *appeared* in the movie,
- If you are not afraid, you *can* ~~to~~ *try*.
- You *can* ~~to~~ *find* some restaurants.
- *Try* ~~to~~ *find* companionship.
- Maybe ~~childs~~ *children* will like this.
- First of all, just *be* ~~smile~~ *smiling*.
- To make the people *who are* around you happy.
- Make everyone *who are* ~~sad~~ happy.
- *Try* ~~to~~ *smiling* *smile* to the world and the world *will* ~~smiling~~ *smile* to you.
- It ~~is~~ *resembles*
- If ~~you~~ *it is* *hard* *for you* to understand my review.
- Modern designs that made Fortune magazine ~~said~~ *say*
- He seems to be very ~~interesting~~ *interested in* and ~~passion in~~ *passionate for* the national rank.