### **Lesson Plan 16 (120 min)**

**Class plan Title:** Present Simple (affirmative and negative) + Changes in the Cultural Landscape

**Topics:** Present Simple (affirmative and negative) + Heritage (Changes in the Cultural Landscape-How cities/villages have evolved over the centuries)

**Objectives:**

By the end of the lesson, students should be able to:

● Identify different situations where simple present tense is used

● Use the simple present tense in affirmative and negative sentences

● Apply the rule of subject-verb agreement to sentences in simple present tense

● Relate content with changes in the cultural landscape

**Class Structure:**

● Connection with previous knowledge(10-15 minutes): Teacher asks students what they remember from the previous lesson (comparative and superlative forms). Check students’ homework, talk about any difficulties.

● Address the topics (45 minutes):

○ Presentation of the new topic: present simple affirmative and negation. The teacher should start the lesson by stating some of his/her routines:

e.g. I ***get up*** at six-thirty in the morning.

e.g. I ***teach*** at the Santorini English School.

e.g. I ***have*** lunch at one o'clock.

Students will probably recognize most of these verbs. At this point, it's a good idea to ask yourself a question and provide the answer.

e.g. When ***do you have*** dinner? - I **have** dinner at six o'clock.

e.g. When ***do you come*** to school? - I **come** to school at two o'clock.

e.g. Where ***do you live***? - I **live** in Santorini.

The teacher continues by asking students the same questions. Students will be able to follow the teacher’s lead and answer appropriately.

○ Once the students are comfortable speaking about their own basic daily activities, the teacher introduces the third person singular for 'he' and 'she'. Again, the teacher models the present simple third person ending in 's' for the students.

e.g. When ***does Mary have*** dinner? - She **has** dinner at six o'clock.

e.g. When ***does John come*** to school? - He **comes** to school at two o'clock.

e.g. Where ***does she live***? - She **lives** in Portland.

The teacher asks each student a question and ask another for a reply, creating a chain of questions and answers changing from 'you' to 'he' and 'she'. This will help students memorize this crucial difference.

e.g. Where ***do you live?*** - (Student) I ***live*** in Athens.

e.g. Where ***does he live***? - (Student) He ***lives*** in Athens.

o The teacher introduces the negative form of the present simple in the same manner as above. The teacher continually models the form to the students and immediately encourages a similar answer.

e.g. ***Does Anne live*** in Anafi? - No, ***she doesn't live*** in Anafi. She lives in Santorini.

e.g. ***Do you study*** French? - No, ***you don't study*** French. You study English.

o The teacher stresses the fact that this tense is used to express routines/states/facts. Elicit answers from students as to the way the thrid singular is formed as well as the negation. (do/does + not + verb)

o The teacher relates the present simple tense with the island of Santorini.

● **Practical Activities (45 minutes):**

o Students will use the present simple to create statements from a list of prompts. The teacher adds the following to the ‘board’ and has students make affirmative and negative sentences:

e.g.

Jane / take the bus to School

I / like bacon sandwiches

He / study English in the morning

John / go to school

Claire and I / listen to the same music

It / have / big swimming pool

Dave and John / go / cinema every week

Check in class.

o Students think about the functional uses of the present simple as they create sentences about themselves. The teacher further explains the difference between present simple statements of fact and routine. The students will then write five facts about themselves and five repeated actions. They should use a mix of positive and negative. As the students are completing the task, the teacher writes some examples on the board to help them.

e.g. Facts

I live in Scotland.

I don't like chocolate.

I've got brown hair.

I don't have a sister.

Routine

I don't do karate.

I sometimes go to the cinema.

I don't go swimming in the morning.

I get up at half-past eight.

I don't play sports in the evening.

o Students read out their sentences and then each student reports information about their partner using the present simple sentences from the previous task.

o The teacher should provide immediate feedback on the exercises, correcting any errors and clarifying any doubts.

● Conclusion/Evaluation (15 minutes):

○ The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts.

○ Assess learning: Students are encouraged to speak for some minutes, talk about facts and their routines using present simple affirmative and negative. This way, they practise speaking and revise the present simple tense. They can also relate content with the cultural changes in their island.

○ Summarize and assign homework (e.g. https://eslpals.com/grammar-worksheets/A1-A2/esl-lesson-present-tense)

**Materials needed:**

● Paper, pen