

## Language Analysis: Past simple

1. Form:

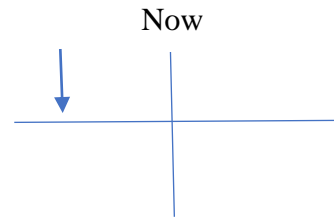
Affirmative	Questions	Short Answers	Negative
I/he/she/you/we/they worked	Did I/he/she/you/we/they work?  Wh- did I he/she/you/we/they work?	Yes, he/she/you/we/they worked  No, he/she/you/we/they didn't work	I/he/she/you/they didn't work
<b>Order of parts:</b>	<b>Order of parts:</b>	<b>Order of parts:</b>	<b>Order of parts:</b>
Subj. + verb +ed past participle	Did + subj. + bare infinitive  Wh- + did + subj. + bare infinitive	Yes + subj. + verb +ed past participle  No + subj. + didn't + bare infinitive	Subj. + didn't + bare infinitive

Spelling for regular affirmative past simple tense:

1. Most regular verbs: add -ed to bare infinitive. Ex: walked, worked, laughed
2. Verbs ending in e: add -ed to bare infinitive. Ex: hoped, moved, strived
3. Verbs ending in one stressed vowel + one consonant (except w or y): Double the consonant and add -ed. Ex: shopped, planned, offered
4. Verbs ending in consonant + y: Change y to i and add -ed. Ex. Worried, cried, played
5. Verbs ending in c have ck in the past. Ex: picnicked, mimicked

2. Meaning/Use:

1. In general, the simple past tense is the 'normal' one for talking about the past; we use it if we do not have a special reason for using one of the other tenses.
2. The simple past is common in stories and descriptions of past events.
3. We use the simple past for short, quickly finished actions and happenings, longer situations, and repeated events.
  - a. Peter broke a window last night.
  - b. I spent all my childhood in Scotland.
4. Timeline:



3. Pronunciation: The regular past -ed is pronounced in three ways:

/d/	/t/	/ɪd/
after vowels and voiced consonants (except /d/):	after unvoiced consonants (except /t/):	after /d/ and /t/
Ex: tried, lived, used, failed	Ex: stopped, passed, laughed	Ex: ended, started

## LESSON PLAN - Intention and evaluation

Name: Sarah Miller                      Length of TP: 45 mins      Date: February 23, 2017

Estimated no. of ss: 1                      Level: Pre Int/Int.

Coursebooks: Ship or Sheep, Grammar Practice Activity

Lesson type: Language Based

Materials needed: Lesson Plan, pencils, paper, Page 115 from "Ship or Sheep", controlled practice handout, cards for 'important events in the past' game, 2 paperclips, picture story from 'Grammar Practice Activity' page 216, blank paper with story starter

Main aim(s): By the end of the lesson the student will understand and be able to use the past simple in talking about actions that are finished and in telling stories. Student will also be able to distinguish between and use the "s" and "th" sounds.

Language Analysis for language-based lessons  
separate sheets attached

### **Anticipated problems and solutions**

- Student is in a habit of using present simple in times when past simple should be used. It may be really difficult for her to get out of this habit. During her freer practice, I will have a card that says 'past simple' and if she uses a different tense, I will quickly flash it to remind her to use the past simple.
- Student also has a habit of making the 's' sound for 'th'. It will be difficult for her to break this habit, but I will use minimal pairs to stress the differences, as well as pictures of the position of her tongue, to help her make the correct sound.

### **Areas of my teaching performance I want to work on:**

- Paying careful attention to detail in all the tasks I create to be sure there are no little mistakes or errors.

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
:03	<p>Lead-in:</p> <p>To introduce student to topic of past simple.</p>	<ul style="list-style-type: none"> <li>- Greet student, ask how she is doing.</li> <li>Say: Let's get started. I'm going to tell a story and I want you to listen to which verb tense I am using, so listen carefully.</li> <li>- Use the past simple:</li> <li>- Say: <b>A few minutes ago, I was watching Emily teach. I thought her lesson was really exciting today. Everyone listened so carefully and worked so hard. As she taught, I got sad thinking about how today is our last English class. But then I remembered my lesson with you, and I got really happy!</b></li> <li>- Ask: <b>Which verb tense was I mostly using?</b> (past simple). If she does not say past simple, I will give her another sentence in past simple.</li> <li>- Say: <b>You're right! It was past simple! The biggest error I noticed in both your reading and writing was your use of present simple when you should have used past simple. Today we are going to practice using past simple in speaking and in writing.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Talk to T</li> <li>- Listen to T</li> </ul>
:02	<p>Presentation:</p> <p>a) Meaning/Use</p> <p>To present the meaning and use of the past simple</p>	<ul style="list-style-type: none"> <li>- Ask: <b>When do we use past simple?</b></li> <li>- Allow S to answer. If she is confused or does not know, remind her that <b>we use past simple to talk about events that happened in the past and are finished now. It is common in stories and descriptions of past events.</b></li> <li>- Draw a timeline if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to T and answer questions.</li> </ul>
:04	<p>b) Form</p> <p>To present the form of the past simple</p>	<ul style="list-style-type: none"> <li>- Elicit response from S about form. (Write on paper)</li> <li>- Ask: <b>How do I form a sentence in past simple. If my verb is "to clean", what would I say for the affirmative I? (I cleaned) What about if I used he/she/it? (he/she/it cleaned). What about you/we/they? (you/we/they cleaned)</b></li> <li>- <b>What would I say if I wanted to make it negative? (I didn't clean) Would the rest of the Sentence stay the same if I used different subjects? (yes). So I/he/she/it/you/we/they didn't clean.</b></li> <li>- <b>How would I ask a yes/no question in the past simple? (Did you clean) Is it the same for he/she/it/you/we/they? (yes)</b></li> <li>- <b>And how would I answer a yes/no question in the past simple? (Yes I/he/she/it/you/we/they cleaned or no I/he/she/it/you/we/they didn't clean)</b></li> <li>- <b>Say: We also have to consider irregular verbs.</b></li> <li>- Write the verbs <i>be, tell, leave, do, and have</i>.</li> <li>- Elicit past simple form of irregular verbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide T with form of past simple and irregular verbs.</li> </ul>

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)									
:03	<p>c) Pronunciation</p> <p>To present the pronunciation of -ed endings in past simple</p>	<p>- <b>Ask: What is the past simple form of <i>be/tell/leave/do/have</i>?</b></p> <p>- Say: <b>The only thing you really have to think about with pronunciation is that there is a small difference in the ways we pronounce the -ed sound.</b></p> <p>- Draw small chart below for S:</p> <table border="1" data-bbox="660 331 1742 523"> <thead> <tr> <th data-bbox="660 331 1019 371">/d/</th> <th data-bbox="1019 331 1377 371">/t/</th> <th data-bbox="1377 331 1742 371">/ɪd/</th> </tr> </thead> <tbody> <tr> <td data-bbox="660 371 1019 451">after vowels and voiced consonants (except /d/):</td> <td data-bbox="1019 371 1377 451">after unvoiced consonants (except /t/):</td> <td data-bbox="1377 371 1742 451">after /d/ and /t/</td> </tr> <tr> <td data-bbox="660 451 1019 523">Ex: tried, lived, used, failed</td> <td data-bbox="1019 451 1377 523">Ex: stopped, passed, laughed</td> <td data-bbox="1377 451 1742 523">Ex: ended, started</td> </tr> </tbody> </table> <p>- Say: <b>the -ed makes a “d” sound if the final consonant is voiced. It makes a “t” sound if that final consonant isn’t voice. It makes and “id” sound if the final consonant is t or d.</b></p> <p>- Give examples above for each box. Practice saying the words from each box.</p> <p>- Drill words</p>	/d/	/t/	/ɪd/	after vowels and voiced consonants (except /d/):	after unvoiced consonants (except /t/):	after /d/ and /t/	Ex: tried, lived, used, failed	Ex: stopped, passed, laughed	Ex: ended, started	<p>- Listen to T</p> <p>- Practice each -ed sound</p>
/d/	/t/	/ɪd/										
after vowels and voiced consonants (except /d/):	after unvoiced consonants (except /t/):	after /d/ and /t/										
Ex: tried, lived, used, failed	Ex: stopped, passed, laughed	Ex: ended, started										
:05	<p>Controlled Practice:</p> <p>To provide controlled written Practice of the past simple</p>	<p>- Give student story containing the use of both past simple and present simple.</p> <p>- Say: <b>This story uses both past simple and present simple. Each blank tells you the bare infinitive of the verb, but you have to choose whether it should be the past simple or present simple form and write it in the blank.”</b></p> <p>- Allow S time to complete practice.</p> <p>- Check answers together and ask why she chose each verb tense.</p> <p>- Give student hand out adapted from “New Headway”, page 23.</p> <p>- Say: <b>I want you to practice writing sentences using the past simple. You will choose the verb or verbal phrase that completes each sentence, and then you will change the verbs to make them talk about the past. Make sure the sentence makes sense. You might have to add something to complete it.</b></p> <p>- Review number 1 example sentence.</p> <p>- Allow student to work on practice and monitor her to pay attention to possible struggles. Help student if necessary.</p> <p>- Review answers together.</p> <ol style="list-style-type: none"> <li>2. I felt ill, so I went to bed.</li> <li>3. I made a sandwich because I was hungry.</li> <li>4. I had a shower and washed my hair.</li> <li>5. I lost my passport, but then I found it.</li> </ol>	<p>- Listen to Ts instructions</p> <p>- Work on practice exercise</p> <p>- Review exercise with T</p>									

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
		<p>6. I called the police because I heard a strange noise.            7. I ran out of coffee, so I bought some more.            8. I forgot her birthday, so I said sorry.            9. The phone rang, so I answered it.            10. I told a joke but nobody laughed.</p> <p>- Ask: <b>Read number 1 to me....Why did you choose this answer?</b>            - Make any corrections necessary and explain misunderstandings.</p>	
:20	<p>Freer Practice:            To provide freer oral and written practice of the past simple</p>	<p>- Activity adapted from "Grammar Games", page 115-116.            - Ask student to write ten sentences about important events from their lifetime in the past.            - Show student some of my example sentences:            1. I left home and moved to Virginia to go to college.            2. I visited Cambodia.            - Monitor as student writes sentences of her own. Offer any assistance she needs.            - Once she is finished, ask her to read her sentences to me.            - Help her to fix any grammar errors, especially past simple errors.            - Place her cards and mine together in a line on the table.            - Give rules to game            - Say: <b>We are going to play a game. You will put your paperclip on 'start'. You want to be the first to make it to finish. You will draw a card with a number on it. That number will tell you how many spaces to move your paperclip. You will move that number of cards and read the card you land on. Whoever wrote that card will have to speak about that event for 30 seconds.</b>            - Play until both of us reach the end.            - Allow student to go back and speak about any of the events she didn't get a chance to speak about.</p> <p>- Picture activity:            - Pre-teach vocabulary: Binoculars and water-skiing, by pointing them out in the picture and writing them.            - Show student pictures of cartoon man on an island from 'Grammar Practice Activity' page 216.            - Give directions of activity.            - Say: <b>I will give you a few minutes to look at the pictures and decide what you think happened. Then you can use the pictures to tell me a story about what happened.</b>            - Listen as student tells me story. If she uses an incorrect verb tense, hold up card that says "past simple" to remind her to correct her mistake.</p>	<p>- Write 10 sentences about important past events            - Play game: describe details of past events            - Look at pictures            - Tell T a story about pictures            - Participate in cooperative story: write sentences in past simple            - Read story to T</p>

TIME	STAGE NAME AND AIM	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES (INCLUDING INTERACTION)
		<ul style="list-style-type: none"> <li>- Cooperative story writing activity (Adapted from "Grammar Practice Activity" page 225:</li> <li>- Explain rules to student.</li> <li>- Say: <b>We are going to work together to write a story. I have written the first sentence: "One day, Sabrina was studying for her English class, when suddenly a strange woman knocked on her door." Now, you will write the next sentence of the story. You can write anything you would like, as long as it is in the correct verb tense (past simple). Then you will pass the paper back to me, and I will write a sentence. We will keep doing this until the story comes to an ending place. Then we will read our story together.</b></li> <li>- Take turns writing sentences. Monitor as Flora writes, and if she uses incorrect verb tense, correct her.</li> <li>- Take several turns, and then end the story if it has not yet.</li> <li>- Ask Flora to read the story aloud.</li> </ul>	
:03	<p>Minimal Pairs: a) Recognition:</p> <p>To help student recognize the difference in voiceless "th" and "s" sounds.</p>	<ul style="list-style-type: none"> <li>- Use "Ship/Sheep" page 151.</li> <li>- Give student a list of minimal pairs: mouse, mouth sum, thumb sick, thick sink, think, pass, path</li> <li>- Say: <b>I will read one word from each pair. You will check/tick whichever word you hear me say.</b></li> <li>- Check students answers. Make corrections if necessary and re-say words she struggles with.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to T</li> <li>- Check words she hears</li> <li>- Review answers with T</li> </ul>
:05	<p>b) Production</p> <p>To provide students practice in saying the "th" and "s" sounds.</p>	<ul style="list-style-type: none"> <li>- Say: <b>Now, read through each word in column 1 and then column 2.</b></li> <li>- Help student to make corrections if she does not pronounce sound correctly.</li> <li>- Show her the picture of mouth shape on page 115. Tell her to put her tongue on the roof of her mouth, and show her with my own mouth.</li> <li>- Say: <b>Now, read through both words in each pair, focussing on the "th" and "s" sounds.</b></li> <li>- Allow student to read words to me, and I will check/tick the ones I hear.</li> </ul>	<ul style="list-style-type: none"> <li>- Read through words in both Columns</li> <li>- Practice making the "th" sound</li> <li>- Read through words in both pairs</li> </ul>

**Directions:** Match the verb phrases with the correct sentence.

Then make sentences using both verbs in the past.

<i>answer</i>	<i>hear a strange noise</i>	<i>wash my hair</i>
<i>laugh</i>	<i>mend</i>	<i>be hungry</i>
<i>go to bed</i>	<i>find it</i>	<i>say sorry</i>
<i>buy some more food</i>		

1. I (break a cup) \_\_\_\_\_ broke a cup \_\_\_\_\_ but I \_\_\_\_\_ mended it \_\_\_\_\_.
2. I (feel ill) \_\_\_\_\_ so I \_\_\_\_\_.
3. I (make a sandwich) \_\_\_\_\_ because I \_\_\_\_\_.
4. I (have a shower) \_\_\_\_\_ and I \_\_\_\_\_.
5. I (lose my passport) \_\_\_\_\_, but then I \_\_\_\_\_.
6. I (call the police) \_\_\_\_\_ because \_\_\_\_\_.
7. I (run out of coffee) \_\_\_\_\_, so I \_\_\_\_\_.
8. I (forget her birthday) \_\_\_\_\_, so I \_\_\_\_\_.
9. The (phone ring) \_\_\_\_\_, so I \_\_\_\_\_.
10. I (tell a joke) \_\_\_\_\_ but \_\_\_\_\_.



1

2

3

4

1

2

3

4

1

2

3

4

**Start**

**Finish**

**1**

**2**

**3**

**4**




## One-on-One Reflection

### **Achievement of your stated aims (and suggestions for improvement, if necessary).**

Stated aims were met, as the student was able to tell me when the past simple is used, and was able to talk about events in her past using the past simple. There were still time when the student mistakenly used the present simple to talk about events in the past, but for the most part she used the verb tenses correctly, and she was able to fix her mistakes when she made them. The student was also able to successfully distinguish between and produce the “s” and “th”, sounds. The sounds were very distinct from each other when she was really focusing. If I could teach this lesson again, I would give the student a freer oral practice in which she could practice correctly pronouncing these sounds.

### **How well did your planned lesson correspond to the student’s needs (as identified in your needs analysis)? Were your aims appropriate for this student?**

At the beginning of the lesson, I was worried that maybe I should have chosen a different topic than I chose because the student was so easily able to form the past simple tense, and understood its’ use without even giving it much thought. However, as we began to do the freer practice activities, I realized I had made a good choice because the student had a habit of using present simple, and it was clear that she had to really focus while speaking in order to break her habit. It was easy for her to accidentally revert back to using present simple, but she seemed to be much more aware of what tense she was using.

### **What have you learned about teaching one-to-one? How is it different from group teaching?**

Teaching one-to-one is extremely different than teaching a group. Teaching one-to-one is so great for giving feedback immediately. If the student used the wrong verb tense, I simply had to gesture for the past tense and she caught her mistake. I could also point out other little mistakes I noticed she was making. In a whole-group situation, I may only get the chance to monitor a small fraction of the students’ practice, and may not be able to hear/correct her mistakes. It was also a lot easier to assess the students’ progress because only she was giving me feedback and answering CCQs. In a larger lesson, it is more difficult to be able to tell which students have a good grasp on the material and which students need a little more practice.

### **A summary of other things you have learned from this lesson that will benefit your future teaching.**

This one-to-one lesson really made me realize how important it is to understand the mistakes each of my students is making, and tell them exactly what they can be working on. This student knew exactly how to use the past simple tense and could successfully pronounce the “th” and “s” sounds, however, she was not even aware of the mistakes she was making in these areas while speaking. There is no way she could improve if she is not aware of the mistake. I left this lesson with a realization that she would need to practice a lot more in order to break past habits, but also with hope for this student. I know that she is able to break this habits, and if she does conquer just these few errors, her fluency, and ability to talk like a native speaker will increase incredible.

### **The effectiveness of the procedures employed.**

Each of the parts of this lesson seemed to be very effective. Reviewing the form and meaning/use of the simple past form set the student up for success in the practice activities. The practice activities gave the student optimal chances to speak freely and focus on using the correct verb tense. The phonology part of the lesson allowed the student to hear the difference between the two sounds, which enabled her to focus on pronouncing them clearly. I think overall, each aspect of the lesson allowed the student to practice focusing on using the correct verb tense and her pronunciation.

### **Techniques used that were effective, and why.**

Writing out the form and pronunciation of the simple past seemed to be really beneficial to the student. She also seemed to really enjoy the game in which she got to tell me about important life events from the past.

**Techniques that were less effective, and why.**

Monitoring was a little bit difficult during this lesson, because I did not want the student to feel pressure from me just watching her as she worked. I tried to give the student some space and allow her to work independently. While writing sentences about events in the past, she made a few mistakes separate from verb tense. I wasn't sure whether or not I should have corrected these mistakes because I didn't want to discourage her or overwhelm her with trying to fix too much at once.

**Problems the student had and why.**

When the student was really invested in talking about events in the past, she tended to forget about the past simple and revert back to her habits of using the present simple. I could tell that she would become really invested in the story she was telling and lose her focus. Similarly, the student was able to correctly pronounce the sounds "s" and "th", but when she was in the middle of a story or conversation, it was easier for her to forget the distinct pronunciations. The student also had difficulty distinguishing between the /d/ and /t/ sounds of -ed endings, however, this is not really a big deal because it doesn't make that much of a difference.