

Scheme of Work (Flora)

Lesson One	Lesson Two	Lesson Three
<p>Warm up: S tells T about her weekend</p> <p>Vocabulary: hobbies and interests lexical set. Present from pictures and gesturing. Controlled written practice (matching word to picture).</p> <p>Listening: S listens to a tape in which speakers talk about the things they will do this weekend (including vocabulary from hobbies lexical set); completes T/F questions.</p> <p>Grammar: Using sentences from the tape, T presents the meaning/use/form/pronunciation (esp. contractions) of will future tense.</p> <p>Practice: Controlled and freer practice activities, including a controlled writing practice, and a freer oral practice in which S tells T about what she will do this weekend/summer/year.</p> <p>Pronunciation: Work on the “th” and “d” sounds using minimal pairs. Review the “th” and “s” sounds.</p> <p>Homework: Written exercises with future will tense.</p>	<p>Homework: Check together</p> <p>Listening: S listens to a story about a speaker’s family. Tasks to practice listening for gist and detail.</p> <p>Grammar: T introduces meaning/use/form of articles: <i>a/an, the</i>, and pronunciation (esp. the schwa in <i>a</i> and <i>the</i>).</p> <p>Practice: Controlled written practice in which student reads a story and fills in the missing articles. Freer oral practice in which student uses prompts to tell about her family.</p> <p>Pronunciation: Work on the “r” and the “l” sounds using minimal pairs.</p> <p>Homework: S writes about her “future” family, focusing on the future will verb tense and the use of articles.</p>	<p>Homework: Read and check together, focusing on use of future will verb tense and articles.</p> <p>Grammar: T uses a discovery task to present prepositions following a verb: <i>about, for, on, to, from</i></p> <p>Practice: Controlled written practice, and freer written and oral practice, in which student has to look at pictures and create sentences using appropriate prepositions.</p> <p>Vocabulary: Verbs pertaining to work. Present pictures and provide controlled written practice.</p> <p>Pronunciation: Work on pronouncing consonant clusters at the beginning of words without adding an extra vowel. Use clapping and tapping to count and prevent adding extra syllables.</p> <p>Homework: S completes sentences using new vocabulary and <i>about, for, on, to</i> and <i>from</i>.</p>

Lesson Four	Lesson Five
<p>Homework: Check together</p> <p>Vocabulary: Lexical set for the work place: business/negotiating/trade Teach using pictures, gestures, and role play.</p> <p>Pronunciation: Work on word stress in the new vocabulary, using clapping and tapping. Drill words.</p> <p>Function: Making a request. Present from a listening text of a conversation between two colleagues. Focus on appropriate language for the function. Provide oral practice using situational pictures as prompts (include vocabulary for work place lexical set).</p> <p>Pronunciation: Work on pronouncing final consonants without adding a vowel to the end. Use gestures and mouth shape to demonstrate the final consonants.</p> <p>Homework: Write a semi-formal email to a company in the USA, making a request.</p>	<p>Homework: S reads email to T.</p> <p>Writing: T shows student how to edit and revise writing, focusing on the use of articles and prepositions.</p> <p>Practice: S corrects a text which leaves out/misuses articles and prepositions. Student self-edits email from the night before and fixes mistakes.</p> <p>Reading: Student reads a text with examples of simple vs. complex sentences.</p> <p>Practice: S finds complex sentences in reading and discovers the use of conjunctions <i>and</i>, <i>but</i> and <i>because</i>.</p> <p>Grammar: T reviews the use of <i>and</i>, <i>but</i> and <i>because</i>.</p> <p>Practice: S completes sentences using <i>and</i>, <i>but</i> and <i>because</i>. Student revises email by joining simple sentences to make complex sentences.</p> <p>Pronunciation: Work on the long “e” and short “l” sounds using minimal pairs.</p>

Rationale:

My one-to-one lesson and scheme of work are designed to address some of the more serious needs identified in my analysis of Flora’s English. The use of articles and prepositions are among her most pressing grammar needs, as well as the use of conjunctions to create complex sentences, and the future will verb tense. Flora also needs to expand her vocabulary, especially in the context of professional/work related speech. By incorporating pronunciation in each lesson, I am addressing some of her phonology needs (especially the distinction of “th” and “d”, “l” and “r”, “e” and “l”, as well as ending consonants and consonant clusters at the beginning of words). I included several oral and writing tasks, as Flora views speaking and writing as one of her weakest skills, and she has to use both of these skills often for her job. I also included a couple of listening activities, as Flora would like to improve her listening skills. Many of the lexical sets, texts, and practice activities revolve around

vocabulary that may be used at Flora's work place, because she mentioned her need for practice in speaking/listening/and writing in these contexts, and this will be of greatest interest to her.