

Adult Class: Lesson Plans

Week 1

Tuesday: Introduction/Verb Tense Review

Warm Up: Introductions – Speed Dating

- Match up different partners, give each pair different questions (1 minute each partner)
 - o Introduce yourself 30 seconds
 - o Talk about your family Describe yourself. What do you look like? What are some adjectives that describe you?
 - o What is your job? Describe your job and where you work.
 - o Describe the last time you travelled. Where did you go? What did you do?
 - o Say 3 things you like and 3 things you dislike. Why?
 - o If you had \$1000000, what would you do?

Information: Verb Review

- Write verb tenses on board – Simple Present, Present Continuous, Simple Past, Present Perfect, Simple Future
- Have a student present the when and the how of each verb tense
- Ask questions to practice each – What do you do every day? What are we doing now? Etc.

Practice: Verb game

- Write verb list on the board. Assign a number to each verb tense.
- Divide students into groups. Give each group a die.
- One student rolls the die in each group and must conjugate the first verb with the rolled tense. They must say one sentence in that verb tense and then pass the die to the next student. The next student rolls the die, says a sentence with the second verb, and this continues.

Thursday: Introduction/Letter Writing

Warm up: Name remembrance game

- Tell students to think of an adjective that begins with the same letter as their first name (ex. Awesome Alana)
- Have all students stand in a circle. The first student introduces themselves (I am Beautiful Binti)
- The second student then says the name of the first student, then their own name (She is Beautiful Binti, I am Ambitious Anissa)
- The third student then says the names of the first two students and then their own name
- This continues around the circle, with each student saying the name of the students before them and their own name, until the last student has to say all of the names of all the students

Letter Writing: Worksheet

- Read sample letter and discuss the parts of a letter (the heading/greeting/body/conclusion

- Discuss content of letter and different types of greetings (dear/hello/hi/just name) and the different types of conclusion (love/sincerely/best wishes/best)

Practice: worksheet

- Have students match phrases (ex. That reminds me...) with their purpose (to change the subject)
- Go over responses and explain all phrases

Application: Writing letters to pen pals

- Brainstorm with students things to include in introductory letter. For example, name, where you live, what you like, etc.
- Emphasize with students they should ask questions in their letters!

Week 2 – holidays and traditions

Tuesday: (Valentine's Day)

Warm up – introductions

- Review letter writing
- Review letter writing assignment

Lesson – Text about Valentine's Day

- Read the text about Valentine's Day
- Discuss Valentine's traditions and the history behind it
- Ask questions: Do people celebrate V day in Comoros? What do people do here?
- Read Valentine's poem

Vocabulary - holidays

- Talk about vocabulary used to discuss holidays
- What do we describe when we talk about holidays?

Holidays in Comoros:

- What holidays do we celebrate in Comoros? – List on board

Group project:

- Divide into groups, each group choose a Comorian holiday.
- Each group make a presentation based on the holiday-what do you celebrate? How? Etc.
- Have each group present their holiday at the end of class

Thursday:

Warm up:

- review question words- who/what/when/where/why/how/whose/which/how much/how many
- Write one word for each question word (ex who = person, what = thing, etc.)
- review how to ask questions in English
- Have students ask questions re) English class for each question word

Holidays around the world project:

- Divide into groups again. Give each group a text about a holiday somewhere in the world
- Have each group read their text. Pass out dictionaries, have groups work together to interpret text (be available in case they have questions)
- Have each group create a presentation about their holiday. Answer the who/what/when/where/why/how of the holiday. Have them design a flier about their holiday.
- Have each group present – each group member must say something.

Week 3: POV and sharing opinion

Tuesday: Point of View/Opinions

Warm up: What is your favorite holiday? Go around and have students share opinions about their favorite holidays

Lesson: Discuss strategies about sharing your opinion

- have students brainstorm ways that they know how to share opinions
- Go over list of vocabulary, statements for opinion sharing
- Discussion questions: first complete as a group, then have individual groups do their own discussions about the last questions
- Go over vocab for general point of view and sharing opinions

Thursday: Agreement/Disagreement

Review: Questions from last lesson and share opinion

Go over phrases to express agreement – make statements and have students agree.

Go over phrases to express disagreement – make statements and have students disagree.

Set up a “scale” on the wall with signs – strongly disagree, disagree, neutral (no opinion), agree, and strongly agree. Make statements, have students go to what they agree with. Then have students in that group make a statement about their opinion.

- Chicken is better than beef
- Coffee is better than tea.
- FC Madrid is better than FC Barcelona
- Anjouan is the best island in Comoros
- Private school is better than public school.
- You should not travel by motorcycle because it is dangerous.
- The laws of a country should be based on religion
- The government should pay for secondary education (university)
- Religious education is more important than secular education.

See worksheet – have students read statements on the bottom, or make up their own. Divide students into groups. Each group chooses one statement, says whether or not they agree, and writes 3 reasons why. Have each group present their opinion to the class.

Week 4: Health Week 1

Tuesday: Health Day 1 – General Good Health/expressing necessity

Begin with dialogue – have students read dialogue between doctor and patient expressing strategies for good health

What words are used to express necessity? Find in dialogue and then read vocabulary words

Discuss good health – find all of the suggestions in the dialogue and record

Have students brainstorm in groups other ideas for good health – list on board and discuss.

Thursday: Pen Pal Letter Day 1

Hand out pen pal letters and original letter.

1. Have students read letters alone. Hand out dictionaries and answer questions.
2. Have students read together – share their letter with their peers.
3. Find 3 – things that are interesting 2 – things that are confusing 1- thing (word/expression/phrase) you find interesting and want to share with the class
4. Have every student write their 1 interesting thing on the board. Go over all interesting things and discuss vocab with class
5. Brainstorm ideas for reply letters to pen pals (Due next week)

Week 5: Health Week 2

Tuesday: Health Day 2 – Illnesses and Symptoms

Warm up: discuss pen pal letters- what will you write in your replies? And answer general questions

Discuss difference between illnesses and symptoms. Define each and how many symptoms can you have for one illness?

Brainstorm illnesses/symptoms. Make lists of each. What are the different symptoms for all of the illnesses?

Read dialogue

Discuss prevention – how can we prevent illness? – use “should” – have each group discuss strategies to prevent different illnesses (Ex. A cold/diabetes/malaria/AIDS/etc) and go over using should for suggestions/advice/recommendations

Thursday: Health Day 3 - Treatments

Warm up: review diseases/symptoms

Go over treatment vocab and brainstorm – what do you do to get better when you are sick?

Read dialogue – find all modals, suggestions for treatment

Assign each group an illness – have groups write a dialogue in pairs with friends giving recommendations of treatments to each other