

| 🕒 | STAGE & ACTIVITY | ➔ ➔ | REASON |
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| 5 min | Refer to Elena's lesson - 'Making the right decisions (in your life)'. I will tell you about one important decisions in my life. | T - S | Connecting to previous lesson (The lesson was about th 3 rd conditional and right decisions) |
| | Read out the text aloud | T - S | Listening for pleasure Engaging students (they are usually interested in the T's life) |
| | Ask: What would you have done if you had been me? Tell: We got married and he became my husband... | S -T | Using previously learned structure (3 rd conditional) Involving students |
| 5 min | Hand out text for ss to underline all <u>adjectives</u> . T: Write a list of the adj. on the board - leaving space to indicate word stress. When ss finished checking clarify meaning Pronunciation: Elicit word stress. | S T - S | Preparing students for the task Focusing their attention on adjectives Making sure students know how to pronounce the adj. and where the word stress goes |
| 5 min | Elicit: How can you change adjectives into their opposites without changing the root/adjective itself? --> By adding prefixes to the word. If ss need help, write "happy" "advantage" on the board. Draw a line where the prefix would go. Is the word still an adj/adv/noun? So does the word class change? Does the meaning change? | T-S-T | Activating previous knowledge Eliciting Raising self-confidence by showing them what they know already Asking concept questions to make sure they know what prefixes are and how they change a word |
| 10 min | Do you think I was happy after getting married? -> We got married and he became my husband. But suddenly, things changed... Explain <u>exercise 1</u> , show worksheet and hand it out. (Pair work) Students fill in the opposite of the adjectives. (exercise 1) | T - S S - S | Leading into the new task. Engaging students Activating previous knowledge Diagnostic exercise Pair work to take away pressure from individual ss who might be weaker |
| | Read out loud Give students space to react to the story. -> Tell them the story is only partly true. | T - S | Ss' checking answers autonomously and w/out being put on the spot Pronunciation model (<i>I don't want the students to read the words aloud now, because they might get the word stress wrong and I would have to point it out</i>). Building rapport / sharing personal information |

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| 5 min | <p><u>Exercise 2:</u> Add the prefixes (different colour) to the word on the board + ex-husband.</p> <p>Pronunciation: Say the neg. adj. / elicit word stress (one example of each)</p> | T - S | Pointing out that prefixes are usually not stressed |
| 5 min | <p><u>Exercise 3:</u></p> <p>a) Match these words up with their meanings. b) Looking at the words above complete the rule, compare c) Which words in the text do not fit the rule?</p> | S S - S | Making sure students know the meanings of the words Guided discovery Guided discovery, making aware exceptions |
| 5 min | <p>In what way can knowing the meaning of prefixes help you with improving your English? (Discuss with your partner). Elicit / tell: guessing meaning, increasing vocabulary, remembering words</p> <p>Tip: When you learn a new word, it is a good idea to look which prefixes are used with it.</p> | S - S T - S | Raising awareness Learner training |
| 5 min | <p>Discuss these questions in your groups.</p> <p>Get feedback from some students</p> | SSS SS - T | Personalising the task Using the words in a free speaking practice (Jonathan: Providing a communicative focus in the lesson; developing spoken fluency) |
| if time | Introduce / elicit some more adjectives and think of a word with it | SSS | Planning in flexibility Relating to last point (below) |
| | <p>Point out: In our next lesson together, we will look at some more prefixes and at suffixes and see how they combine with words.</p> <p><u>Links</u> to prefixes and other grammar and vocabulary songs (hard rock!!), online exercises (on worksheet), list of prefixes</p> | T - S | <p>Giving students a sense of direction, signposting</p> <p>To help students become autonomous learners Also valuable for students who have intra-personal intelligence and like learning by themselves</p> |