

## Tutoring Session #2 Lesson Plan

Time for Lesson: 30 minutes

<p><b>Focus:</b> Learn and remember the argumentative discourses and Review from last tutor session.</p>	<p><b>Lesson Purpose:</b> To help the learner to be prepared for the debate. The learner will learn some more of the argumentative discourse and able to practice the debate with the different independent topic.</p>

<p><b>Resources and Materials:</b></p>	<p>Mobile device, paper, pencils.</p>
<p><b>Content &amp; Language Objectives:</b></p>	<ul style="list-style-type: none"> <li>· The learner will learn and practice the argumentative discourses in the role-play.</li> <li>· The learner will able learn how to question the opposite side and attack their weaknesses.</li> <li>· The learner will learn how to cite the sources in the academic way.</li> </ul>
<p>This is what I must communicate and evaluate achievement of.</p>	

<p><b>Instructional Strategies &amp; Learning Tasks to Support Student Learning:</b></p>	<p>In this lesson, the learner will continue to learn the argumentative discourses and practice other ways to debate. These are different points that will taught to the learner along with role-playing the debate. The topic of the debate is “Between Malaysian Food and Thai Food, which one is better.”</p> <ul style="list-style-type: none"> <li>· Ask questions. The learner will learn how to use questions to invite people to agree what the learner believe. The learner will also learn how to question the opposite side and attack their argument.</li> <li>· Use the opposite side opposing opinion in the argument and the way to help people see it differently. Basically, it is to make your cons become stronger.</li> <li>· Use academic data (citation)</li> <li>· Learn how to respond to the point that they make and finish the topic, to allow yourself raise up a new argument. A good debate is when you are not led by the opposite side in the debate.</li> </ul> <p>After this practice, we will practice with the picture below, and let the learner review all things that is taught in both tutoring session. This will help the learner to remember all the main points that are important to keep in mind, and it is a good time for me to help and give the feedback to the learner.</p>
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<p><i>Following the Gradual Release of Responsibility Model</i></p>	
<p><b><i>How I will provide feedback</i></b></p>	<p>Feedback is given to the learner informally as the lesson is happening. As the learner is participating in the debating, I could give some input of the response the learner produce.</p>
<p><b>Assessments:</b>  •<i>How students will demonstrate my objective</i></p>	<p><b>Formative Assessments:</b> The learner demonstrate the knowledge and her understanding through the performance during the lesson.</p>

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**Outcomes**

The students will be able to use Present Perfect Tense in speaking.

The students will be able to understand and feel comfortable with the concept of present perfect tense.

The students will also able to practice their English fluency by conversing with their classmates.

**Title of plan if you have one**

Present Perfect Tense

**Audience and level of language**

The audience are the learners in the intermediate level. There are about 30-40 people in the class. Each lesson is about 50 minutes.

**Materials/resources needed including technology where appropriate and available**

Projector, presentation slides, worksheets.

**Vocabulary needed**

So far, before, since, for, never, ever.

**Steps for each part of the lesson**

1. Give a few examples of perfect tense and let them guess the topic for the lesson.
2. Teach about present perfect tense, the function and the words to use with it.
3. Write a couple sentences together as a class using present perfect tense to warm up their knowledge.
4. Have the students pair up and teach each other about present perfect tense.
5. Show the slide of questions that they can ask each other as a class, sitting in the formation of inside outside circle. Each question, the students in each side will take turn asking and answering. These are the questions.
  - What are something you have done so far this week?
  - Have you been outside of the country?
  - Have you ever tried Hawaiian Food?
  - How have you improved in your English?
  - Have you dated anyone before?
  - What have you done to prepare for your future?
  - Have you done crazy things that your parents do not know about? If yes, what is it?
  - How long have you studied in this school?
6. Come back as a class to discuss what information that they have found interesting.
7. Do the activity.

**Practice activities**

**The big wind blows:** Everyone will form a big circle with their chairs, and there is only one person in the middle to say “the big wind blows.....?” with their own choice to say anything using present perfect tense. For example, “the big wind blows people who have eaten pizza”, then everyone that has eaten pizza needs to move and find another spot. Then, a person that could not find the seat will become the middle person.

**Contingency plans**

If the technology does not work, I can write the questions out for the students to discuss. If the room that we do the class is not big enough for the activity, we could separate them into groups.

**Homework**

Prepare a short presentation about their own life using present perfect tense.