GROUP WORK OF MICROTEACHING

**REGIONAL DIRECTION** **:** Centre Ouest

**SCHOOL:** Lycée Provincial De Koudougou

**DATE: 8th** July 2015

**LEVEL:** Form1

**SIZE:**

**TEACHERS:**Big group1, Sub-group5

**DURATION :** 55mins

**NATURE  :** Dialogue

**TITLE :** Where’s the book

**AIM  :** To familiarize students with the dialogue ‘’Where is the book?’’ For locating classroom objects.

**-OBJECTIVES  :** By the end of the lesson, students will be able to:

- Identify the characters in the dialogue ‘‘Where is the book’’

- Memorize the dialogue on locating objects in the classroom

- To act out the dialogue in front of the class

**-PRE-REQUISITES  :** Classroom objects, prepositions of places and the

Present simple tense of ‘‘to be’’ have already

Been taught

**-ANTICIPATED PROBLEMS**

**-ANTICIPATED SOLUTIONS:**

**TEACHING AIDS: Board**, chalk, duster, book, ruler, table, schoolbag,

Pen

**Stage 1: Familiarization (14mn)**

**Step1: Greeting-Warm-up-Date writing (5mns)**

Teacher greets the students

Warm-up: Teacher invite the students to perform ‘‘dexterity check’’ and ‘‘check dexterity’’

Date writing:

Teacher: What is the date today?

Teacher chooses a volunteer to give the date and invite another volunteer to come and write it on the board.

**Step2: Announcement of the day’s lesson (1mn)**

Today, we are going to study a dialogue on locating classroom objects.

**Step3: Contextualization of the dialogue (1mn)**

Teacher: In the dialogue, there are 2 characters/persons: the teacher and Alima. They are in a classroom.

**Step 4**: Teacher writes the dialogue on the board and draws the 2 characters. (**5mns**)

**Dialogue:** Where is the book?

**Teacher:** Where is the book?

**Alima:** It’s on the table.

**Teacher:** Where is the ruler?

**Alima:** It’s under the table.

**Teacher:** Where’s the pen? Is it under the table?

**Alima:** No, it’s in the schoolbag.

Then he reads it twice and makes clear which characters are speaking. (**2 mns**)

**Stage 2: Memorization (**

**Step1: Repetition**

Teacher: Now, listen to me and repeat

Teacher makes the students repeat chorally (twice), by row (once by row), and individually (5pupils)

**Step2: Erasing the dialogue**

Teacher erases the dialogue by removing gradually the words from the right to the left while the students are repeating the sentences.

**Step3: Activities**

Oral activity (3mns):

Activity instruction:

Say if the following sentences are true or false:

1. In the dialogue, there are five (05) characters.
2. The teacher is one of the characters in the dialogue.
3. The teacher and Alima are the same character in the dialogue.
4. Alima starts speaking first and then the teacher.

Expected answers: 1- False 2- True 3- False 4- False

**Written activity: (10 mns)**

Activity instruction: Fill in the blanks with the missing words in the dialogue.

1. \_\_\_\_\_ is the book ?
2. It is on the \_\_\_\_\_\_.
3. It is \_\_\_\_ \_\_\_\_ table.
4. \_\_\_\_\_, \_\_\_ is \_\_\_\_\_ the schoolbag.

**Correction and assessment**

Teacher: Exchange your copybooks with your neighbour. We are going to correct the exercise.

1. ***Where*** is the book?
2. It is on the ***table***.
3. It is ***under*** ***the*** table.
4. ***No, it*** is ***in*** the schoolbag.

**Peer evaluation**

Teacher: raise your hands if you have got:

* 7 over 7:
* 6 over 7:
* 5 over 7:
* 4 over 7:

Teacher: Give back the copybooks and take the correction.

**Stage 3: Dramatization**

Step 1: Pair-work ( **10 mns**)

Instruction: I need volunteers to come in front of the class and perform the dialogue.

Step 2: Rewriting of the dialogue (**4 mns**)

The teacher rewrites the dialogue for note taking

Step 3: Follow-up

Instruction: your brother is looking for his shoes, schoolbag, and pencil. Write a short dialogue to locate them.

Note-taking and administrative duties