

ESL Personal Tutoring Lesson Plan:

Lesson C – What's your name?, Lesson D- Reading

Lesson for _____ **Date:** _____

Tutor/Learner Share Time: English Outside of Class (15mins.)

"How did it go with English this week?"

"Did anything interesting happen in your life this week?"

Review of last lesson

Recite alphabet and numbers up to 20. Write down random letters and numbers and ask student to name them.

Ask for some personal information: What is your first/last name? (Can they spell it?) What is your telephone number? Where are you from?

Go over any homework

Objective #1: Introduce possessive adjectives (your, his, her, my).

Materials: Pictures of people with their names labeled (use photos or pictures from magazines), Ventures student book p.10.

Hook: Write down the words your, his, her and my. Write down: *What's your name?* Say the question pointing to the word "your" then to student. Student should answer. Write down: *What's my name?* Say the question pointing to the word "my", then to yourself. Student should reply. Refer to pictures of males and write: *What's his name?* Say the question pointing to the word "his" then pointing to picture. Student should reply or you say name and they repeat. Repeat this process with pictures of females, using the question: *What's her name?*

Activities:

Estimated Time Needed: 20 mins. _____

- Look at exercise 1 on p. 10 of Ventures student book. Read aloud question and corresponding answer, asking your student to repeat. Take it in turns to ask the questions and give the answers.
- Do exercise 2A on p. 10. Read the instructions out loud and model the task. Point to number 1 and say: *Read*, as you point to and pretend to read the two speakers words. Say: *Circle*, and pretend to circle the word my. Say: *Write*, as you pretend to write the word my. Let the student complete the task.



Assessment of learning

Point to your pictures of males and females or to yourself or your student and ask student to hold up flashcards indicating whether you are pointing to a his, her, my or your. They can say the word out loud each time. After each ask the question: *What is his/her/your/my name?* Student is to answer.

Objective #2: To practice asking and answering questions about personal information.

Materials: Made up ID cards with pictures of people from magazines with made up personal information written on them, e.g. first/last name, address, phone number. Ventures Basic Student's book p11, Ventures Basic Workbook p10-11,

Hook: Turn to the ID cards on p 11 of student book. Ask: *What is this?* Elicit *ID card*. Draw out two blank ID cards and say: *This is my ID card*. Fill it in saying out loud the key vocabulary as you do, e.g. "*My first name is Jane J-A-N-E*". Get student to fill out an ID card for themselves, encouraging them to verbalize as much as possible of what they are writing down.

Activities:

Estimated Time Needed: 20 mins.

- Do exercise B on p. 11 of student's book. Ask the questions, e.g. What is his first name? Student is to fill in tables.
- Use the made up ID cards to practice asking and answering questions about personal information. Role-play being the different people and practice talking to each other. E.g.

Tutor: *What is your first name?*

Student: *My first name is Yuri.*

Assessment of learning

Work through activities on p. 10-11 of Ventures Basic workbook.

Objective #3: Introduce and read the word "Welcome"

Materials: Ventures Basic Student's book p12. Ventures Basic workbook p. 12.

Hook: Look at picture in exercise 1 on p. 12 of Ventures Basic student's book. Talk about the picture and what is happening. Explain that the picture is showing people meeting for the first time. When you meet someone new who is joining your group, class or visiting your home you say, "Welcome". Questions you might ask someone new are: *What is your first name? What is your last name? Where are you from?*



Activities:

Estimated Time Needed: 20 mins.

- Point to the new person in the picture and say: *His name is Ernesto – he is a new student. Ask: Do you see Ernesto? Point to him.* Tell your student: *Look, the students in the picture are saying “welcome” to him.*
- Do exercise 2 on p. 12 of Ventures Basic student’s book. Point to the title of message and ask: *What word is this?* Elicit “Welcome”. Read the message out loud slowly, pointing to each word as you do so. Read again, asking your student to point to each word. Read it again and ask student to repeat after each sentence. Gauge if you think your student can read it by themselves or read it together.
- Do activity 3 on same page.

Assessment of learning

Work through p. 12 of Ventures Basic workbook.

Objective #4: Introduce months of the year.

Materials: Ventures Basic Student’s book p13. Ventures Basic workbook p. 13.

Hook: Direct student to picture dictionary on p.13 of Ventures Student’s book. Ask: What is this? – a calendar. Point to the months and ask: What are these? – months. Ask how many months there are in a year and ask student to count them.

Activities:

Estimated Time Needed: 20 mins.

- Practice saying the months out loud.
- On twelve separate lines write the first letter of each month and get student to complete writing them out. (They can use the picture dictionary to help.
- Practice saying the months again focusing on pronunciation.
- Say: My birthday is in _____, when is your birthday? Student should be able to answer.
- Make a table with the names of family and friends. For each ask: When is his/her birthday? Emphasizing His/her. Fill in the table.

Assessment of learning

Work through activities 3 and 4 on p. 13 of Ventures Basic workbook.

Wrap up, homework and extension ideas (15 mins)

- Practice what has been learned today.
- Finish off any worksheets not completed in class for homework.

