

July 28-31 Lesson Report Summary

AM Classes

Level 1: Review past tense verbs—especially irregular forms like “read”—and reinforce correct use of “don’t” vs. “no” in negative sentences. Revisit job-related vocabulary, modal verbs “can” and “could,” and cover the skipped section on reasons for being late. Clarify adverbs, which caused confusion, and briefly review nouns, adjectives, and the verb “to be” due to low attendance.

Level 2: Continue practicing pronunciation of past tense regular verbs ending in “-ed” and expanding irregular verb vocabulary. Review job-related vocabulary and encourage use in full-sentence responses. Reinforce comprehension and discussion skills by revisiting the “dream job” topic so all students can share. Allow extra time for responses and repeat questions as needed, especially for new students still adjusting. Revisit the GogyUp reading and calendar briefly to support newcomers.

Level 3: Continue having students take turns reading aloud to build fluency and confidence, and maintain pronunciation practice using engaging texts.

PM Classes

Level 1: Continue reinforcing vocabulary, parts of speech, and question formation through interactive activities like MadLibs, which students enjoyed. Provide extra speaking time and pronunciation correction, as students improve with practice. Review job-related language, time-off requests, and grammar points such as pronouns and articles.

Level 2: Continue practicing comparative adjectives, emphasizing the correct structures (“-er” vs. “more”) to reduce errors like “more bigger.” Encourage full-sentence responses to reinforce sentence structure, especially with the verb “to be.” Keep highlighting tricky pronunciation patterns (e.g., -gh endings), and support shy students with low-pressure speaking opportunities. With varying levels in the class, consider pairing stronger and quieter students to boost participation and confidence.

Level 3: Continue encouraging conversation-based activities, especially around personal topics or current events, as students respond well and benefit from real-life context. Take advantage of small class sizes to give focused pronunciation support and promote more individualized speaking practice.

Weekly Attendance:

AM Classes:

Level 1: 8

Level 2: 22

Level 3: 19

PM Classes:

Level 1: 24

Level 2: 34

Level 3: 14

ESL Resource: LearnHip: a comprehensive platform for interactive learning activities, games, and teaching tools - <https://learnhip.com/>

Tip of the Week:

Word and Syllable Stress

Students benefit from explicit practice with word stress, especially in multisyllabic words and common grammar forms (like past tense “-ed” endings). Try simple, engaging activities such as clapping or tapping out syllables, using rubber bands to stretch stressed syllables, or highlighting stressed syllables in bold during reading. Emphasizing word stress helps students sound more natural and improves their ability to understand native speech. Integrate quick stress drills into warm-ups or pronunciation practice to build awareness over time.

Ideas: <https://www.theteflacademy.com/blog/3-activities-to-practise-word-stress/>