

SAMPLE LESSON PLAN

SCHOOL –

GRADE – 6th

LEVEL – (according to the CEFR)

TEACHER –

LESSON – Simple Past

TYPE OF LESSON – revision and consolidation

DATE –

TIME – 50 minutes

COMPETENCES (pentru clasele 0-VIII – 1- max 2 competente; pentru clasele IX-XII – 2 max 3 competente)

Exemplu:

2. Producerea mesajelor orale

2.3. Comunicarea interactivă într-un schimb simplu de informații

3. Receptarea mesajelor scrise

3.3 Asocierea informațiilor factuale dintr-un text citit cu o imagine/ un set de imagini

AIMS

At the end of the lesson students will be able to:

1. elicit information about Past Tense Simple;
2. identify past structures in different statements;
3. use past simple structures;
4. talk about past events;

SKILLS

- speaking
- reading

TECHNIQUES

- dialogues
- group work
- observation
- explanation
- pair work

RESOURCES

- overhead projector
- flipchart
- blackboard
- notebooks
- handouts

ANTICIPATED PROBLEMS

Students might

- not remember all the spelling rules for the –ed ending as well as their pronunciation
- encounter difficulties in using did/didn't in negative and interrogative & negative forms.

ACTIVITIES

WARM UP	
AIM	*creating a pleasant atmosphere for the English class; *helping students feel relaxed.
INTERACTION	*T – Ss *Ss - T
PROCEDURE	*T asks Ss <i>How are you today? / Is anybody absent? / Are you ready to start the English class?;</i> *Ss answer T's questions;
ESTIMATED TIME	*1 minute

TRANSITION TO THE NEW TOPIC	
AIDS	SS' homework
AIM	*checking if there were any problems with their homework.
INTERACTION	*Ss – Ss *Ss – T
PROCEDURE	*T asks Ss what their homework was; *Ss read their homework sentences, showing pictures, taken during their last summer holiday, to the class;
ESTIMATED TIME	*2 minutes

PRESENTATION:	
1. LEAD IN (pre-reading/pre-speaking/pre-writing/pre-listening)	
AIDS	*blackboard
AIM	*eliciting information about Past Tense Simple;
COMPETENCES	
INTERACTION	*Ss – T *T – Ss
PROCEDURE	*T announces that today's lesson is about Past Tense Simple – regular verbs; *T writes the title of the lesson on the blackboard; *T writes one of the Ss homework sentences on the blackboard; *T asks questions like <i>What is the auxiliary verb of Past Simple? / What are the key – words of Past Simple? / What ending do regular verbs get in Past Simple, affirmative form?</i> *Ss answer T's questions; *T asks Ss to make the negative and interrogative forms of the affirmative sentence written by the T on the blackboard;
ESTIMATED TIME	*6 minutes

2 .	
AIDS	*handouts
AIM	*eliciting information about Past Tense Simple;
COMPETENCES	
INTERACTION	*Ss – Ss *Ss - T
PROCEDURE	*T gives Ss some handouts (appendix 1); *T asks Ss to work in groups; *T lets Ss know they have 4 minutes to complete the task; *Ss write their answers on the flipchart.
ESTIMATED TIME	*5 minutes

DEVELOPMENT/ PRACTICE (while- reading/while- speaking/while- writing/while- listening)	Practice 1- A Past Simple Chart
AIDS	*handouts; charts; flipchart
AIM	*eliciting information about Past Tense Simple;
COMPETENCES	
INTERACTION	*Ss - Ss *Ss – T
PROCEDURE	*T gives the Ss a chart and asks them to find words connected to Past Simple (appendix 2 – exercise 1); *Ss work in pairs; *Ss come and circle the words on the flipchart.
ESTIMATED TIME	*6 minutes
	Practice 2
AIDS	*handouts
AIM	* using Past Simple structures
COMPETENCES	
INTERACTION	*Ss –Ss (group work) *Ss – T
PROCEDURE	*T asks Ss to do exercise 2 (appendix 2); *Ss have to underline the past forms of some regular verbs; *T checks Ss answers.
ESTIMATED TIME	*3 minutes
	Practice 3
AIDS	*overhead projector
AIMS	*reading a short text; *identifying past structures in different statements.
COMPETENCES	
INTERACTION	*Ss – T
PROCEDURE	*T asks Ss to read a text containing verbs in past simple (appendix 3); *T asks Ss to identify the past structure in the text;

ESTIMATED TIME	*10 minutes
ESTIMATED TIME	*9 minutes
PRODUCTION/ FEED-BACK (post- reading/post- speaking/post- writing/post- listening)	
AIDS	*handouts
AIM	* talking about past events
COMPETENCES	
INTERACTION	*Ss- Ss *Ss – Ss *T - Ss
PROCEDURE	*T asks Ss to make up 2 sentences referring to what they did and didn't do yesterday, using the verbs from the previous exercise; *Ss write their sentences on their notebooks; *Ss ask each other questions like <i>What did you do yesterday?</i> and read one of the sentences in their notebooks; *T corrects the Ss if necessary.
ESTIMATED TIME	*6 minutes

Emotional Feedback/ Aims' checklist	
AIMS	*getting feed-back from the Ss
INTERACTION	*Ss - T
PROCEDURE	*T asks Ss to say a colour which best describes their emotional state at the end of the English class.
ESTIMATED TIME	*1 minute

Assigning Homework	
AIM	*using Past Simple structures
INTERACTION	*T - Ss
PROCEDURE	*T writes the homework on the blackboard – <i>“Make up 5 sentences using past tense forms and newly acquired vocabulary in the story “The Fox and The Crow”</i>
ESTIMATED TIME	*1 minute