Lesson plan

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| **LESSON: Module 2** | | **School: gymnasium 8** | | |
| **Theme:Past Simple.Pronunciation-/t/,/d/,/id/.Regular/Irregular verbs** | |
| **Date: 13.10.20** | | **Teacher name: Nyu E.E** | | |
| **CLASS:6a b v** | | **Number present:** | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | 6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;  6.6.5.1 - use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics;  6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;  6.5.3.1 -write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics;  6.2.1.1- understand a longer sequence of supported classroom instructions; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics  6.5.2.1 - write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics; | | | |
| **Lesson objectives** | **All learners will be able to:**  use and pronounce some target language accurately in response to prompts and in controlled tasks with support | | | |
| **Most learners will be able to:**  use and pronounce most target structures accurately in response to prompts and in controlled tasks with support | | | |
| **Some learners will be able to:**  use and pronounce most target structures accurately in response to prompts and in controlled tasks with little support | | | |
| **Previous**  **learning** | *vocabulary for appearance / describing character* | | | |
| **Plan** | | | | |
| **Planned**  **timings** | **Planned activities** | | **Excel**  **Resources** | **Teacher**  **Notes** |

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| **Beginning the lesson**  6.3.6.1  6.1.1.1 | **To present grammar for appearance**  Ss close their books. Present the Past Simple. Say, then write  on the board: *I worked hard yesterday.* Underline *worked* and explain that this verb is in the past simple. Point to a S and say: *You worked hard yesterday.* Then write it on the board. Point to a male S and say: *He worked hard yesterday.* Then write it on the board.  Present the other persons in the same way. Elicit that the verb is the same in all |  |  |
| **Main Activities**  6.6.5.1  6.2.1.1 | **To present the Past Simple**  persons. Explain/Elicit the spelling rules of the past simple for  regular verbs by writing the verbs *work, love, play, study, travel* and their past simple forms on the board: *work – worked (most verbs take -ed to form their past simple form), love – loved (verbs ending in -e add -d), study – studied (verbs ending in consonant +y lose y and take -ied), play – played (verbs ending in a vowel*  *+y add -ed), travel – travelled (verbs ending in vowel + l, p, k, b, etc double the consonant and add -ed)*. |  |  |
|  | **To practise the Past Simple** |  |  |
| 6.4.2.1 | Explain the task and allow Ss some time to complete it |
|  | in their notebooks. |
|  | Check Ss’ answers by playing the recording. Check |
|  | correct spelling on the board. |
|  | **To pronounce /t/, /d/, /Id/ (Past Simple verb endings)** |
|  | Play the recording with pauses for Ss to repeat chorally |
| 6.5.8.1 | or individually. |
|  | Ss copy the table into their notebooks. |
|  | Play the recording again. Ss listen and tick the correct |
|  | sounds. Check Ss’ answers, then elicit more words with |
|  | the same sounds |
| 6.5.2.1 | **To practise using the Past Simple affirmative** |
|  | Allow Ss some time to complete the task and then check |
|  | Ss’ answers. Elicit which verbs are regular/irregular. |
|  | **To practise using the Past Simple negative** |
| 6.5.2.1 | Explain the task and read out the example. |
|  | Ss do the task. Check Ss’ answers. |
| **Ending the lesson**  6.1.1.1 | Monitor the activity around the class and check Ss answers. |  |  |

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| monitor less able groups  in controlled tasks and  provide support through  further modelling and  drilling | monitor pair sentence completion tasks and encourage learners to give feedback to each other on answers | Being a hero |
| provide extra challenge by getting more able learners to use short answers ‘yes I did/no I didn’t’ by asking them to confirm answers given  by others. | check pronunciation in whole class feedback and remodel/drill use of endings -d/-ed and contractions where necessary |  |

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| **Additional information** |  |  |

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| Reflection | Answer the most relevant questions from the box on  the left about your lesson. |
| Were the lesson objectives/learning objectives realistic? |  |
| Did I stick to timings? |  |
| What changes did I make from my plan and why? |  |