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Sample lesson plan 1

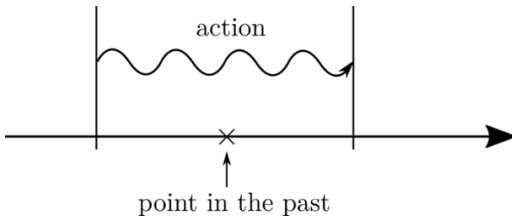
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Sample lesson plan 1

Teaching material: Headway 4 th edition Pre-Intermediate Length of lesson: 45 minutes Group: 9A (17 members) Date: 24 January 2020	
The aim of the lesson: <ul style="list-style-type: none"> • Grammar: <ol style="list-style-type: none"> 1) Revision of the past simple <ul style="list-style-type: none"> - irregular verbs - forming questions and negatives 2) Presentation and controlled practice of the past continuous <ul style="list-style-type: none"> (as contrasted with the past simple) • Vocabulary : irregular verbs, walking in nature, adventure • Skills: reading and listening to short stories contrasting the two past forms Equipment needed: Student's book CD player Whiteboard markers	
Time	Activities – procedure, classroom management, What if?
5- 10	I. Warm-up and topic lead-in <p>When was the last time you took a long walk in nature?</p> <p>Where did you go?</p> <p>Who did you go with?</p> <p>What did you enjoy most about it?</p> <p>Did you have any difficulties or problems? If so, what were they?</p> <p>T– lead group discussion</p> <p>What if - nobody ever takes long walks in nature</p> <ul style="list-style-type: none"> - they are not interested in the topic <p>➔ ask why they do not do it and what kind of people might be interested in it</p>

16-20	II. Revision of the past simple
3-4	<p>1) What is the past simple of these verbs? (p 22 Starter/ex. 1)</p> <p>1. T– lead whole group activity to establish the right past forms</p> <p>2. 1-minute “rapid-fire” practice in pairs – one S says present form, the other S has to say the past form, Then swap.</p> <p>What if - they practise the wrong pronunciation</p> <p>➔ T circulates, listens and corrects</p>
3-5	<p>2. Put the verbs in the text (p 22 ex 2)</p> <p>S work individually</p> <p>Listen and check</p> <p>T plays CD - 1. the whole text</p> <p>- 2. again, stopping after each verb to confirm</p> <p>What if - the CD player doesn't work</p> <p>➔ SS take turns in reading out the text, T repeats the correct verbs</p>
8	<p>3. Ask and answer questions about the text (p 22 ex 3)</p> <p>S can choose if they prefer to work individually or in pairs.</p> <p>Write down the questions!</p> <p>Check the questions together with T + answer them (whole group)</p>
2-3	<p>4. Listen to the questions and answer on the CD (whole group)</p> <p>Practise the questions and the answers (in pairs)</p> <p>What if - some students find it boring/easy</p> <p>➔ challenge them: who can / can you say it without looking?</p>

12-14	<h3>III. Presenting the past continuous</h3>
4	<p>1. Read Cho's story (p 23 ex 5)</p> <p>SS read the text to themselves.</p> <p>Then SS read the text out, taking turns. Clarify meaning.</p>
3-4	<p>2. Focusing on new structure</p> <p>2.1 T guides SS to the discovery of the use of the past continuous:</p> <p>The verbs in bold are in the past continuous.</p> <p>What do we know about the <i>present</i> continuous?</p> <ul style="list-style-type: none"> - How do we form it? (aux BE-> am/are/is + Verb+ing) - When do we use it? (for actions in progress now or nowadays) - Look at the text and try to explain why the verbs in bold are also in the continuous – this time <i>past</i> continuous. How does this “continuous-ness” work in the past? (for actions in progress at a specific point in the past – which might be defined by “when/what time” or “when what happened”) <p>T draws on the board</p>
1-2	
	<p>2.2 p 23 Grammar spot</p>
3-4	<p>T guides SS through the grammar table – read, fill out and discuss</p>

	<p>HW: read it again in the Grammar reference</p> <p>3. Immediate controlled practice of new structure</p> <p>p 23 ex 6 & 7</p> <p>Whole class together. Everybody writes down one sentence (6) / question & answer (7), then one S reads it out, T confirms and explains.</p>
10-0	<p>IV. Controlled practice of the past continuous vs past simple</p> <p>p 23 ex 8 Ed's blog</p> <p>IF TIME do some of the blog entries together.</p> <p>Students have a go at one individually.</p> <p>Listen and check. Discuss if necessary -restate the rule, point on the timeline on board</p> <p>The rest of the blog entries is HW</p>
2-1	<p>Recap and goodbye</p> <p>So today we looked at the story of the incredible journey of Ed along the Amazon. We got to know another way of talking about the past: the past continuous form. We use it when we want to express that an activity was in progress (point at the wavy line on the board) at a specific point in the past or at the time when another activity happened.</p> <p>It was great work guys, thank you very much. Your homework is, let me repeat:</p> <p>HW: - grammar reference on p 138 – read through it carefully</p> <p>- fill in the rest of Ed's blog</p> <p>In the next lesson, we will read some interesting short stories using the two past forms.</p> <p>See you on Friday, everybody.</p>