**Lesson Plan**

Teacher: Maghiar Liliana

School: Școala Gimnazială „Luceafărul”

Lesson: At the animal park! (Unit 10a)

Type of the lesson: teaching new information

Class: 3rd A

Vocabulary: Wild animals, action verbs

Grammar: Present continuous (interrogative, short answers)

Date: 28th  March 2019

Time: 45 minutes

**Aims of the lesson:**

1. to develop pupils’ listening, speaking and reading skills;
2. to present and activate the vocabulary of the unit (wild animals, action verbs);
3. to get the pupils involved in acting out the dialogues;
4. to present the interrogative form of the present continuous;
5. to present the short answers forms of the present continuous;
6. to provide guidance in practising the vocabulary and grammar structures.

**Objectives:**

By the end of the lesson, pupils will be better able to:

1. use the new vocabulary (wild animals and their actions) in proper contexts;
2. participate actively in a conversation;
3. listen and read for specific information;
4. describe actions happening at the moment of speaking;
5. practise the interrogative forms of the present continuous;
6. practise the short answers forms of the present continuous;
7. act out a dialogue.

**Materials**: Poster, laptop, flashcards, textbooks, notebooks, board, worksheets, numbered cards

**Skills**: Listening, speaking, reading and writing

**Techniques**: Exposing, conversation, exercise, explanation, learn by discovering, picture dialogues, role-play, global reading-scanning

**Anticipated problems**:

- some pupils might feel nervous and reluctant to participate in the activity, thus they may need assistance;

- stronger pupils might dominate and want to answer / speak out at most stages of the lesson, thus they will respond in turn, one by one

**Bibliography**:

* + - 1. Official: The Curriculum for Primary Education
      2. Methodical: -Harmer, Jeremy. 2001*. The Practical of English Language Teaching.* Pearson Education Limited; -Scrivener, Jim. 2011. *Learning teaching.* Macmillan Publishers Limited
      3. Textbook: Dooley, Jenny; Evans, Virginia. *Fairyland 3B*. Express Publishing

**STAGES OF THE LESSON**

1. **Warm-up**

**Aim**:

- to create a relaxed and pleasant atmosphere

**Time**: 3 minutes

**Interaction**: T - pupils, pupils -T

**Procedure:**

Teacher greets the pupils and asks about their mood and the pupils answer. Teacher checks the attendance, then she plays the song *Spring is here*, encouraging the pupils to sing along.

1. **Homework checking**

**Aim**:

- to check whether the pupils have accomplished their task

**Time**: 2 minutes

**Interaction**: T - pupils, pupils -T

**Procedure:**

T. asks the pupils to take from their portfolios the sheet of paper which they had to do as homework and she collects them.

1. **Lead-in**

**Aims**:

- to introduce the topic of the lesson

- to present and activate the vocabulary of the unit (wild animals + action verbs)

**Time**: 10 minutes

**Interaction**: T- pupils, pupils -T

**Procedure:**

Pupils books closed. T. hands out to each pupil a card on which is written a number. On the other side of the card is written a letter. T. tells the pupils that, using the cards in the order of numbers, they will reveal the title of the lesson. The pupils say the letter of each number in order and T. writes the letters on the board: „At the animal park”. T. explains that an animal park is a place where you can see animals in their natural environment.

T. puts the *Animals!* poster on the board and asks the pupils to describe the picture. T. points to the animals (*giraffe, lion, hippo, rhino, zebra*), one at a time, and says the corresponding word(s).

The pupils listen and repeat, chorally and/or individually. T. asks the pupils what each animal is doing. Pupils answer and T. helps them where necessary. T. writes the animals and the action words from the poster on the board and the pupils copy them in their notebooks.

Teacher informs the pupils about the lesson’s aims.

1. **Pre-reading**

**Aim**:

- to develop the pupils’ reading and listening skills

**Time**: 5 minutes

**Interaction**: T - pupils, pupils –T, individual work

**Procedure:**

Teacher writes a big 26 on the board and asks the pupils to open their textbooks at page 26. She goes through the pictures of the dialogue by asking questions. e.g. T.: *Where are the children?* Pupils: *At an animal park*. T.: (pointing at picture 3) *Are there any zebras?* Pupils: *Yes, there are*. T.: *What are they doing?* Pupils.: *They are running.*T.: *Are there any hippos?* Pupils: *No, there aren’t.* etc.

T. tells the Ss they are going to watch the story and find out which of the animals and verbs written on the board are mentioned in the story. T. plays the recording, pupils listen, follow along and complete the task, by ticking in their notebooks the words mentioned in the story.

Answers: zebra, hippo, rhino, to run, to eat, to cross

1. **While reading**

**Aim**:

- to check the comprehension of the text

**Time**: 2 minutes

**Interaction**: T - pupils, Pair work

**Procedure:**

Ex. 2 / page 26. T. reads the instructions and explains the task. T. allows the pupils time to silently read the dialogue and find the answers in pairs. T. asks individual pupils to say the number of the picture each sentence is taken from. T. asks the rest of the class for checking.

Answers: 1 - Picture 2 2 - Picture 5 3 - Picture 4 4 – Picture 3

1. **After reading**

**Aim**:

- to get the pupils involved in acting out the dialogues

**Time**: 3 minutes

**Interaction**: T - pupils, pupils - pupils

**Procedure:**

T. nominates five pupils to read the text, using the role-play technique. The pupils take roles ( Harry, Alvin, Mona, Lee and Emma) and act out the dialogues.

1. **Extension**

**Aim**:

- to present the interrogative and negative forms of the present continuous;

- to present the short answers forms of the present continuous

**Time**: 8 minutes

**Interaction**: T - pupils, pupils - T

**Procedure:**

Pupils’ books open at page 27. T. asks the pupils to look at the first sentence in the grammar box. T. asks the question (*Am I eating?)* while miming the action and the pupils answer *(Yes, you are).* T. explains that this is the present continuous interrogative form and the short answer to the question. T. asks the pupils to copy the question and the answer in their notebooks and follows the same procedure to present all persons in the interrogative form as well as both negative and positive short answers.

1. **Guided practice**

**Aim**:

- to consolidate the vocabulary and the structure of the unit

**Time**: 5 minutes

**Interaction**: T – pupils, pupil - class

**Procedure:**

Ex. 5, page 27. T. refers the pupils to the picture and she reads the example. T. asks a pupil to come to the front and mime an action. The rest of the class guesses what it is. Whoever guesses correctly comes to the front of the classroom and mimes the next action.

e.g. Pupil 1: *(pretending to eat)*

Pupil 2: *Are you running?*

Pupil 1: *No, I’m not.*

Pupil 3: *Are you eating?*

Pupil 1: *Yes, I am.*

1. **Follow-up**

**Aim**:

- to provide guidance in practising the vocabulary and grammar structures

**Time**: 5 minutes

**Interaction**: T - pupils, Pair work

**Procedure:**

Ex. 2 / Annex 1. T. hands out to each pupil a worksheet and asks a pupil to read the instructions and to explain the task. T. refers the pupils to the pictures and asks them to read and answer the questions, working in pairs.

Answers: 3. Yes, he is. 4. No, they aren’t. 5. No, she isn’t. 6. No, they aren’t.

1. **Homework assignment**

**Aim**:

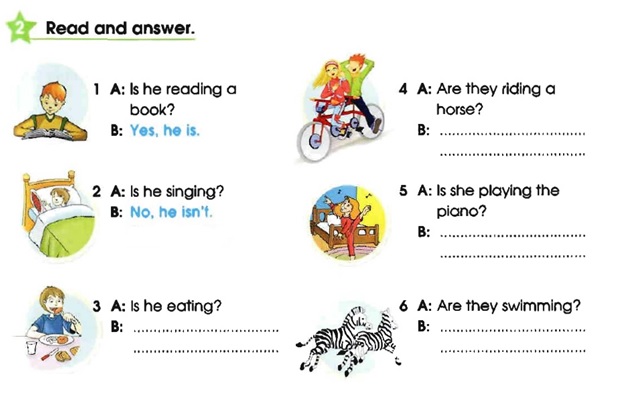
- to provide further practice of the vocabulary and the structure of the unit

**Time**: 2 minutes

**Interaction**: T - pupils

**Procedure:**

Ex. 3 / page 27. T. refers the pupils to the example and to the picture. T. asks them to complete the sentences at home, but they do it orally in class first.

***ANNEX 1***

**LESSON SCHEME**

1. **WARM UP – 3 MIN [ 9:50 – 9:53 ]**

- GREETINGS

- SONG – *SPRING IS HERE*

1. **HOMEWORK CHECKING – 2 MIN [ 9:53 - 9:55 ]**
2. **LEAD–IN – 10 MIN [ 9:55 - 10:05 ]**

**-** NUMBER NOTES – TITLE

- EXPALIN THE TITLE

- POSTER DESCRIPTION

- ANIMAL WORDS + VERBS ON THE BOARD 🡪 SS COPY

- LESSON’S AIMS + DATE

1. **PRE-READING - 5 MIN [ 10:05 – 10:10 ]**

- BIG 26 ON THE BOARD

- GO THROUGHT THE PICS ASKING QUESTIONS

- LISTEN – TICK THE MENTIONED ANIMALS

Answers: zebra, hippo, rhino, to run, to eat, to cross

1. **WHILE READING – 2 MIN [ 10:10 – 10:12 )**

- EX 2/26 – PAIR WORK: READ SILENTLY AND ANSWER

1-Picture 2 2-Picture 5 3-Picture 4 4-Picture 3

1. **AFTER READING - 3 MIN [ 10:12 – 10:15 ]**

- ROLE PLAY: HARRY, ALVIN, MONA, LEE, EMMA

1. **EXTENSION – 8 MIN [ 10:15 – 10:23 ]**

**-** MIME AND WRITE: AM I EATING? YES, YOU ARE

- EXPLAIN THE INTERROGATIVE FORM

- WRITE THE RULES – INTERROGATIVE + SHORT ANSWERS

1. **GUIDED PRACTICE – 5 MIN [ 10:23 – 10:28 ]**

Mime game

S 1: *(pretending to eat)*

S 2: *Are you running?*

1. **FOLLOW-UP – 10 MIN [ 10:28 – 10:33 ]**

- EX 2 / ANNEX 1. 3. Yes, he is. 4. No, they aren’t. 5. No, she isn’t. 6. No, they aren’t.

1. **HOMEWORK ASSIGNMENT – 2 MIN [ 10:33 – 10:35 ]**

- EX 3 / PAGE 27

**BOARD SCHEME**

28TH MARCH 2019

AT THE ANIMAL PARK

GIRAFFE = GIRAFĂ

ZEBRA = ZEBRĂ

LION = LEU

HIPPO = HIPOPOTAM

RHINO = RINOCER

TO EAT = A MÂNCA

TO DRINK = A BEA

TO SLEEP = A DORMI

TO CROSS = A TRAVERSA

TO RUN = A ALERGA

**PRESENT CONTINUOUS – INTERROGATIVE / SHORT ANSWERS**

*AM I EATING?*

*YES, YOU ARE. / NO YOU’RE NOT.*

EX. 2 / ANNEX 1

3. YES, HE IS.

3. NO, THEY AREN’T.

4. NO, SHE ISN’T.

5. NO, THEY AREN’T.