**Lesson Plan**

Teacher: Maghiar Liliana

School: Școala Gimnazială „Luceafărul”

Lesson: Environment Day! (Unit 12b)

Type of the lesson: teaching lesson

Class: 3rd A

Vocabulary: Seasons and actions

Grammar: Present simple – plural (all forms)

Date: 23rd May 2019

Time: 45 minutes

**Aims of the lesson:**

1. to develop the pupils’ listening, reading, speaking, and writing skills;
2. to consolidate the vocabulary and the language taught in the units 12a;
3. to present and activate the vocabulary of the unit;
4. to present and practise the present simple (plural forms);
5. to provide guidance in practising the vocabulary and grammar structures;
6. to check the comprehension of the text.

**Objectives:**

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

1. talk about seasons and actions;
2. match sentences with pictures;
3. match words with their definitions;
4. listen and read for specific information;
5. ask and answer to questions, using the plural forms of the present simple.

**Materials**: CD, laptop, sets of cards, flashcards, textbooks, notebooks, board

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

**Techniques**: Exposing, conversation, listening and reading for specific information, elicitation, dialogue, brainstorming

**Anticipated problems**:

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

- some students might need further help and extra indications in solving the tasks and they may also need some of these indications to be given in Romanian.

**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, asks about their mood and the pupils answer. Teacher checks the attendance, then the pupils sing the *Hello* song.

1. **Lead-in**

**Aim:**

- to consolidate the language of unit 12a

**Time**: 5 minutes

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

**Procedure:**

Annex 3. T. shows the pupils two sets of cards and explains that in one set there are written actions and on the other set are written moments of the day. T. asks two pupils to come in front of the class, asks a pupil to choose one card of each set, and then act out an exchange. T. repeats as many times as she thinks necessary with different pairs of pupils.

*e.g Pupil 1: Do you go to school at night?*

*Pupil 2: No, I don’t. etc*

1. **Presentation and practice**

**Aim**:

- to present and activate the vocabulary of the unit

**Time**: 10 minutes

**Interaction**: T- pupils, pupils – T, Whole class work

**Procedure:**

T. writes a big 44 on the board and asks the pupils to open their books at page forty-four. T. reads the title of the unit and has pupils repeat after her. T. elicits / explains what the title means (*a day celebrated all over the world once a year, which involves parades, concerts, tree planting, recycling efforts and much more*), writes the title and the date on the board and the pupils copy in their notebook. Teacher informs the pupils about the lesson’s aims.

T. introduces/writes the new vocabulary on the board and each new word is taught with the help of flashcards. The pupils copy the new vocabulary in their notebooks.

T. announces the pupils that she has prepared some cards on which there are written definitions of the new words and spreads them among the pupils. T. invites the pupils, in turn, to read aloud the definitions and to match them with the flashcards. (Annex I).

1. **Listening and reading**

**Aim**:

- to develop the pupils’ listening and reading skills;

- to check the comprehension of the text.

**Time**: 5 minutes

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

**Procedure:**

Ex. 1 / page 44. T. goes through the pictures of the dialogue and sets the scene by asking questions.

*e.g. Teacher: Where are the children?*

*Pupil 1: In the Magic Forest.*

*Teacher: (pointing to picture 2) What are these?*

*Pupil 2: They are bees.*

T. writes on the board:

1. *The flowers* a. *help the flowers grow.*

2. *The bees* b. *give food to the bees.*

T. explains to the pupils that they will listen to the story and match the sentences. Play the recording. The pupils listen, follow along and complete the task. Check their answers *(1 b, 2 a)*.

T. holds up her book to the class. T. reads out the first part of some sentences from the dialogue and asks the pupils to say the other part of the sentences. The pupils listen and say.

1. **Extension**

**Aims**:

- to develop the pupils’ speaking skills;

- to present and practise the present simple (plural forms).

**Time**: 10 minutes

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

**Procedure:**

Pupils’ books closed. T. says, then writes: *She* ***flies*** *a kite in* ***spring***. The pupils repeat, chorally andindividually. T. underlines the words in bold. T. revises thepresent simple in all the forms and persons taughtin the previous unit. Then, she asks the pupils: *When does she fly a kite?* The pupils answer: *In spring.* T. writes the plural forms of the present simple on theboard (*e.g. we fly, you fly, they fly*).

T. presents the interrogative and negative in the same way as affirmative (plural forms ONLY). Point out that we need ***`do`*** to form questions in the plural form. T. writes on the board:

*Do bears sleep in winter?*

*Yes, they do.*

*No, they don’t.*

T. explains how the short answers are formed.

Ex. 2 / page 45. Pupils’ books open. T. asks the pupils to read the sentences in the grammar box. T. reads the instructions and explains the task. T. refers the pupils to the sentences (1-4) and to the pictures (A-D). T. asks the pupils to work in pairs in order to complete the task in their notebooks. T. checks their answers.

Answers: 1. D 2. A 3. B 4. C

1. **Let’s play!**

**Aim**:

- to consolidate the vocabulary and the language of the unit;

- to provide guidance in practising the vocabulary and grammar structures.

**Time**: 7 minutes

**Interaction**: T – pupils, Team work

**Procedure:**

Annex 2. T. writes question sentences on blank pieces of paper. T. cuts out the words of the sentence and assigns pupils in teams to come in front of the class. T. gives each pupil a piece of paper with a word on it, and tells them to arrange themselves so that the sentence parts are in the right order. When the sentence is finished, the team reads it out loud and chooses a pupil who is sitting to answer it.

*e.g. Teacher: (gives pieces of paper with the following words)*

fairies

in

Winter?

Do

winter?

in

swim

fairies

swim

Pupil’s team:

Do

*Pupil 1: No, they don’t.*

1. **Feedback**

**Aims**:

- to obtain feedback on individual pupils;

- to reward the pupils for their answers and for having participated actively in class.

**Time**: 3 minutes

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

**Procedure:**

T. asks the pupils to tell her how they feel about the unit. T. asks if they can tell her what they have learnt and which activity they liked the best. Pupils answer individually.

T. praises the pupils for having participated actively in class and rewards them with positive points in her register.

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. 2 + 3 / page 71. T. reads the instructions and explains the task. The pupils write the exercises for homework and pay attention to the T.’s instructions.

**BOARD SCHEME**

23rd May 2019

Environment Day!

to grow = surf

summer = vară

autumn = toamnă

winter = iarnă

spring = primăvară

baby = bebeluș

bird = pasăre

to give = a da

Ex. 1 / page 44

1. *The flowers* a. *help the flowers grow.*

2. *The bees* b. *give food to the bees.*

**Present simple (plural forms)**

*She* ***flies*** *a kite in* ***spring.***

***We fly / You fly / They fly***

*Yes, they do.*

*Do bears sleep in winter?*

*No, they don’t.*

Ex. 2 / page 45

1. D 2. A 3. B 4. C

ANNEX 1

Definitions to be matched:

**To**[**offer**](https://dictionary.cambridge.org/dictionary/english/offer)**something**

**to someone**

**To**[**increase**](https://dictionary.cambridge.org/dictionary/english/increase)**in**[**size**](https://dictionary.cambridge.org/dictionary/english/size)**or**[**amount**](https://dictionary.cambridge.org/dictionary/english/amount)**,**

**or to**[**become**](https://dictionary.cambridge.org/dictionary/english/become)**more**

[**advanced**](https://dictionary.cambridge.org/dictionary/english/advanced)**or** [**developed**](https://dictionary.cambridge.org/dictionary/english/developed)

**The**[**season**](https://dictionary.cambridge.org/dictionary/english/season)**of the**[**year**](https://dictionary.cambridge.org/dictionary/english/year)**between**

[**spring**](https://dictionary.cambridge.org/dictionary/english/spring)**and**[**autumn**](https://dictionary.cambridge.org/dictionary/english/autumn)**when**

**the**[**weather**](https://dictionary.cambridge.org/dictionary/english/weather)**is** [**warmest**](https://dictionary.cambridge.org/dictionary/english/warm)**,**

[**lasting**](https://dictionary.cambridge.org/dictionary/english/lasting)**from**[**June**](https://dictionary.cambridge.org/dictionary/english/june)**to**[**September**](https://dictionary.cambridge.org/dictionary/english/september)

**The**[**season**](https://dictionary.cambridge.org/dictionary/english/season)**between**[**autumn**](https://dictionary.cambridge.org/dictionary/english/autumn)

**and**[**spring**](https://dictionary.cambridge.org/dictionary/english/spring)**,**[**lasting**](https://dictionary.cambridge.org/dictionary/english/lasting)**from**

[**December**](https://dictionary.cambridge.org/dictionary/english/november)**to**[**March**](https://dictionary.cambridge.org/dictionary/english/march)**, when**

**the weather is coldest**

**A very**[**young**](https://dictionary.cambridge.org/dictionary/english/young)[**child**](https://dictionary.cambridge.org/dictionary/english/child)**,**[**especially**](https://dictionary.cambridge.org/dictionary/english/especially)

**one that has not**

[**yet**](https://dictionary.cambridge.org/dictionary/english/yet)[**begun**](https://dictionary.cambridge.org/dictionary/english/begun)**to**[**walk**](https://dictionary.cambridge.org/dictionary/english/walk)**or**[**talk**](https://dictionary.cambridge.org/dictionary/english/talk)

**A**[**creature**](https://dictionary.cambridge.org/dictionary/english/creature)**with**[**feathers**](https://dictionary.cambridge.org/dictionary/english/feather)**and**

[**wings**](https://dictionary.cambridge.org/dictionary/english/wings)**, usually**[**able**](https://dictionary.cambridge.org/dictionary/english/able)**to** [**fly**](https://dictionary.cambridge.org/dictionary/english/fly)

**The**[**season**](https://dictionary.cambridge.org/dictionary/english/season)**of the**[**year**](https://dictionary.cambridge.org/dictionary/english/year)**between**

[**summer**](https://dictionary.cambridge.org/dictionary/english/summer)**and**[**winter**](https://dictionary.cambridge.org/dictionary/english/winter)**,**[**lasting**](https://dictionary.cambridge.org/dictionary/english/lasting)**from**

[**September**](https://dictionary.cambridge.org/dictionary/english/september) **to**[**December**](https://dictionary.cambridge.org/dictionary/english/november)**, when**

[**fruits**](https://dictionary.cambridge.org/dictionary/english/fruit)**and**[**crops**](https://dictionary.cambridge.org/dictionary/english/crop)[**become**](https://dictionary.cambridge.org/dictionary/english/become)[**ready**](https://dictionary.cambridge.org/dictionary/english/ready)

**to**[**eat**](https://dictionary.cambridge.org/dictionary/english/eat)**and are**[**picked**](https://dictionary.cambridge.org/dictionary/english/pick)

**The**[**season**](https://dictionary.cambridge.org/dictionary/english/season)**of the**[**year**](https://dictionary.cambridge.org/dictionary/english/year)**between**

[**winter**](https://dictionary.cambridge.org/dictionary/english/winter)**and**[**summer**](https://dictionary.cambridge.org/dictionary/english/summer)**,**[**lasting**](https://dictionary.cambridge.org/dictionary/english/lasting)**from**

[**March**](https://dictionary.cambridge.org/dictionary/english/march)**to**[**June**](https://dictionary.cambridge.org/dictionary/english/june)**, when**

**the**[**weather**](https://dictionary.cambridge.org/dictionary/english/weather)[**becomes**](https://dictionary.cambridge.org/dictionary/english/become)[**warmer**](https://dictionary.cambridge.org/dictionary/english/warm)

ANNEX 2

DO

FAIRIES

SWIM

IN

WINTER?

MAKE

FAIRIES

DO

SUMMER?

IN

UMBRELLAS

SPRNG?

IN

SNOW

THE

IN

DANCE

FAIRIES

DO

FLOWERS

AUTUMN?

DO

FAIRIES

PICK

IN

ANNEX 3

**AT**

**NIGHT**

**IN THE**

**EVENING**

**IN THE**

**AFTERNOON**

**IN THE**

**MORNING**

**AT**

**NIGHT**

**IN THE**

**EVENING**

**IN THE**

**AFTERNOON**

**IN THE**

**MORNING**

**GO**

**JOGGING**

**LISTEN**

**TO MUSIC**

**GO**

**TO BED**

**DO**

**HOMEWORK**

**HAVE**

**A SHOWER**

**WATCH**

**TV**

**EAT**

**LUNCH**

**GO**

**TO SCHOOL**

**LESSON SCHEME**

1. **WARM UP – 3 MIN [ 10:00 – 10:03 ]**

- GREETINGS

- SONG – *HELLO*

1. **LEAD–IN – 5 MIN [ 10:03 - 10:08 ]**

**-** TWOSETS OF CARDS (ACTIONS & MOMENTS OF THE DAY)

- DIALOGUE: DO YOU GO TO SCHOOL AT NIGHT? / NO, I DON’T.

1. **PRESENTATION - 10 MIN [ 10:08 – 10:18 ]**

- BIG 44 ON THE BOARD

- EXPALIN THE TITLE: A DAY CELEBRATED ALL OVER THE WORLD ONCE A YEAR

- LESSON’S AIMS + DATE

- WRITE THE NEW WORDS ON THE BOARD 🡪 SS COPY

- ANNEX 1 – WHOLE CLASS

1. **LISTENING AND READING – 5 MIN [ 10:18 – 10:23 )**

- GO THROUGHT THE PICTURES ASKING QUESTIONS: WHERE ARE THE CHILDREN? / IN THE MAGIC FOREST. WHAT ARE THESE? / THEY ARE BEES.

- WRITE ON THE BOARD: (LISTEN AND MATCH)

1. *The flowers* a. *help the flowers grow.*

2. *The bees* b. *give food to the bees.*

- READ THE FIRST PART OF A SENTENCE AND THE PUPILS COMPLETE

1. **EXTENSION - 10 MIN [ 10:23 – 10:33 ]**

- PRESENT SIMPLE (PLURAL FORMS)

WRITE *She* ***flies*** *a kite in* ***spring.***

***We fly / You fly / They fly***

AFF + NEG + INT

- EX 2 / PAGE 45, PAIR WORK: 1. D 2. A 3. B 4. C

1. **LET’S PLAY! – 7 MIN [ 10:33 – 10:40 ]**

**-** TEAM WORK: PIECES OF PAPER WITH WORDS

- PUPILS HAVE TO ARRANGE THEMSELVES IN ORDER TO FORM A CORRECT SENTENCE

1. **FEEDBACK – 3 MIN [ 10:40 – 10:42 ]**
2. **HOMEWORK ASSIGNMENT – 2 MIN [ 10:42 – 10:45 ]**

- EX 2 + 3 / PAGE 71