LESSON PLAN N1

Subject : English

Form: V

Date: 09.09.2013

Teacher: Pushney Irina

Topic: Getting Acquainted

Lesson type: lesson of knowledge acquisition

Time: 45 min

**Specific competences:**

Communicative competences: Receiving oral messages(Listening)

Pragmatic competences: producing oral messages( Spoken interraction)

Communicative competences:Receiving written messages(Reading)

Communicative competences:Producing written messages(Writing)

Methodological competences: Identifying similarities and differences by means of comparing things(Comparison Area)

**Sub-competences:**

S1.1. Identifying the general meaning of an oral message,presented clearly and at an average speed;

S2.1. Asking for and using information about the students’ families;

S 2.4. Providing a short fluent description of the students’ families;

S 3.2. Identifying the global meaning of a message(silent reading);

S 3.3. Extracting the main ideas from an unknown text;

S 4.1. Asking for and giving personal information;

S 4.4. Editing short texts based on familiar topics;

S 5. Comparing the ways of giving an adress.

Grammar: Using simple present “be”

**Operational objectives:**

**Knowledge**- students will be able to decode the unknown vocabulary by means of pictures and mime, to talk about themselves;

**Skill**: students will be able to speak about their families, read an unknown text for the main idea, write a personal profile, listen to a short oral message for general comprehension;

**Attitude**: Students will form positive attitudes towards their families.

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| Stages of the lesson  (Learning Activities) | Resources | Strategies(methods, techniques, forms of activities) | Subcompetences | Time | Notes |
| 1. **EVOCATION**   **1.Organization**  The teacher greets the pupils and creartes the atmosphere. The pupils greet him back.  **2.Warm up and preparation**  The teacher refers the pupils to the Pronunciation Guide, reads the words containing the sounds and aloud and asks the pupils to repeat them in chorus, then in turns. The pupils read the words below and notice the sound differences. For ex: *tank-thank*  *Day-they*  The teacher anounces the competences and the subcompetences of the lesson. They are stuck on the blackboard in the order of their achievement.  Then the teacher refers the pupils to the picture from ex 1 and asks them to describe it. The pupils speak about the children. For ex: *There is a classrooom with 5 pupils in it. One girl reads a book.*  Further, the pupils are directed to ex 3. They read the task, the expressions and build short dialogues and present them in pairs.For ex: -*Hi, glad to see you.*  *-Hello.*  *-How are you?*  *-Fine. How are you?*   1. **REALISATION OF MEANING**   **New Material presentation**   1. **Pre-Reading**   The teacher shows some pictures to pupils that represent the folowing words from the Word Bank*: athlete, apartment, neighbour, university, etc.* The pupils induce the translation of words from the pictures and put them down in their vocabularies together with their transcription and translation.  The words hard working, greet, oposite are mimed and then put down as well.  The teacher directs the pupils to the title of the text and to the picture next to it and asks the pupils to make predictions concerning what the text will be about. The pupils come up with their predictions. For ex*: The text is about a family and what they like to do.*   1. **While-Reading**   The teacher divides the pupils into 3 groups. Each group is supposed to read a paragraph and then come up with a presentation about the family member described, his/her age, occupation, preferences. For ex: *Fanel’s father is 42. He is a journalist. He travels a lot and is fond of taking pictures.*   1. **Post-Reading**   The groups present their work.  The teacher directs the pupils to ex 5 and asks them to read the task. The pupils read the sentences and correct them. For ex: *Fanel’s father is forty.-Fanel’s father is forty-two.*   1. Grammar Presentation   The teaches show some pictures of a doctor and of a teacher to pupils. Each picture has a sentence below:  *I am a teacher*  *You are a pupil.*  *He is a doctor*  *She is not a teacher.*  *You are not doctors.*  *Is she a teacher? No she is not.*  *Are you pupils? Yes we are.*  After looking at these pictures and reading the sentences below the pupils are supposed to induce the rules of Present Simple formation of the auxiliar verb “to be”. After the rules discovery, the teacher refers the pupils to the Grammar Guide and asks them to read the affirmative, negative and the interrogative forms.   1. **REFLEXION** 2. **Grammar Practice**   The teacher refers the pupils to ex10, asks the pupils to read the task and to fill in the gaps of the first 3 sentences with is or are. The pupils write the sentences in their copybooks. For ex*: 1. How old are you?*  *2. When is your birthday?*  *3. What are you good at?*  *The pupils are required to provide arguments and establish the form applied*.   1. **Pre-listening**   The teacher refers the pupils to ex 2 and asks the pupils to read the task.   1. **While-listening**   The teacher switches on the tape recorder and the pupils listen to the dialogue and take notes.   1. **Post-listening**   The teacher asks the pupils the following questions:  *-Who are Doinita and Fanel?*  *-Where do they live?*  *-Where is Doinita from?*  The pupils answer the questions:  -*Doinita and Fanel are neighbours.*  *-They live in the red brick building opposite the school.*   1. **Pre-Reading**   The teacher referers the pupils to ex 8 and asks the pupils to read the task.   1. **While-Reading**   The pupils read the dialogue in pairs and complete Doinita’s profile.  For ex*: Name: Doinita Fetescu*  *Age: 10*  *Form: V*  *Hobby: Reading*  *Favourite sport: Badminton*   1. **Post-Reading**   The pupils present the profile. The teacher asks additional questions. For ex: *What is Doinita’s adress? How will you give your adressin Romanian ? What is the difference?*  *Doinita’s adress is Apartment 7*  *Adresa mea este str. V. Sroiescu bl. 35 ap.90.*  **IV.EXTENSION**   1. **Grammar production**   The teacher asks the pupils to talk about their families using simple present “be”. Pupils talk about their families. For ex: *My family consists of 4 members: father, mother, my brother and me. My father is 30. He is a shop-assistant. He is very clever and likes to make wood furniture.*   1. **FEEDBACK** 2. **Assessment**   The teacher refers the pupils to the competences and subcompetences of the lesson. The pupils decide what competences have been achieved and what have not, they make conclusions. The teacher gives marks to pupils.   1. **Homework**   The teacher writes the homework on the blackboard: Ex 6, 9, 10 p.7, to learn the words from the Word Bank.  The teacher announces the end of the lesson, thanks the pupils for attention and says goodbye. The pupils thank the teacher for the lesson and leave for the break. | textbook  Stickers, blackboard  picture  textbook/handouts  Pictures, vocabularies, dictionaries  textbook  textbook, handouts  copybooks  Textbook  Pictures, textbook, copybooks  Textbook, copybook  Blackboard, chalk  Tape-recorder, cassete, copybook  Pen  Textbook, copybook, pen  Stickers,  Register, record-books  pen  Blackboar, chalk | The Audiolingual method  Phoneme discrimination  Chorus repetition, turn taking  Picture description,  Whole class work  Dialogue,  Role play, Pair Work  The Direct method, miming, whole class  Predicting  Opinion sharing  Argumentation  Whole Class Work work  Scanning, searching  Group Work  Silent Reading  Error Correction, Argumentation, Individual work  Induction, explanation, discovery  Whole class work  Gap-filling, argumentation, wh  ole class work  Selection  Synthesis  Frontal Questioning  Whole class work  Skimming, Selection, Pair Work, Argumentation  Comparison  Analogy  The Communicative Method  Generalization  Systematization | S4.1.  S3.2. S3.3.  Using Simple Present “be”  S1.1.  S.5  S 2.1.  S 2.4.  S.4.1.  S4.4.  Using Simple Present “be” | 1.min  1-2min  1 min  1-2 min  2-3 min  2-3 min  4-5min  3-5 min  4-6min  3-4 min  Using simple present “be”  3-5min  3- min  3-min  2-4min | This rubric should be completed after the lesson has been taught  You should write how each stage occurred, how pupils worked,behaved and how they coped up with the activities and tasks. |