

LESSON PLAN

Name: Teodora MIRCEA

School: 'Unirea' High School

Date: 14th May 2018

Time of lesson: 50 minutes – from 9:00 to 9:50

Class: 1 A

Level: beginners

No. of students: 25

Textbook: Super Minds Starter

Lesson: *My Animals*

Type of lesson: acquiring new information

Skills: speaking, listening

Organization: Whole Class (WhC), Individual Work (IW), Pair work (PW), Group work (GW)

Didactic strategies: conversation, explanation, interactive methods

Materials: blackboard, computer, video projector, Student Book, flashcards, puzzles, toys

Anticipated problems and possible solutions: If Ss do not understand the oral commands or the tasks, they will be translated into Romanian.

Lesson Aims:

- to develop Ss' speaking competences
- to review and improve Ss' vocabulary related to farm animals
- to activate Ss' knowledge of the world and of the language
- to encourage Ss to communicate freely and spontaneously during the activities

Specific Competences:

By the end of the lesson Ss should be able:

- to recognise and name the farm animals
- to use the plural forms of the farm animals in real communication
- to practise listening to songs in an educational manner

ACTIVITY 1 - Warm-up

Aims:

- to create a pleasant atmosphere and relax the Ss
- to predict the theme of the lesson

Procedure:

1. T greets the Ss, asks the Ss to sing the *Hello Song*, and then asks their mood.
2. T tells the Ss that they are going to be given the pieces of a puzzle and, in groups of four, they have to put them together to make a picture.



3. When the Ss have finished the puzzle, the T checks the correctness of the task and asks Ss to predict the theme of the new lesson – *Farm Animals*.
4. T announces the topic of the new lesson 'Farm Animals'.

Interaction: GW, T-Ss, Ss-Ss, Ss-T

Timing: 5'

ACTIVITY 2 – Introducing the new vocabulary

Aim:

- to present and recognise farm animals

Procedure:

1. T introduces the vocabulary related to farm animals by playing a song on the video projector. (<https://www.youtube.com/watch?v=EwI0kOibTgM>). Ss watch and familiarize with the vocabulary.
2. T asks Ss to name the farm animals they have just watched.
3. T shows Ss some flashcards representing farm animals and asks Ss to name them.



Interaction: T-Ss, Ss-T, WhC

Timing: 7'

ACTIVITY 3 – Let's count together!

Aim:

- to present the plurals of some farm animals

Procedure:

1. T shows the Ss the farm animals and asks them to recognize and count the animals.
2. T presents the singular and plural forms for the animals on display.

e.g. What's this? (It's) A dog.

How many dogs? Three dogs.

3. One by one, some of the Ss come in front of the class and count the animals. Then, they report the number of the animals to the class.

Interaction: WhC, T-Ss, Ss-T

Timing: 10'

ACTIVITY 4 – How many?

Aim:

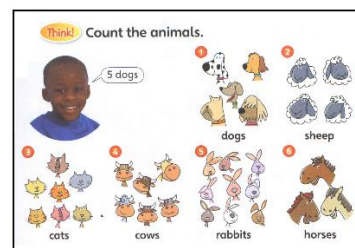
- to practise recognizing animals and plurals

Procedure:

1. T gives Ss a handout representing animals. T explains the activity, emphasising the 's' at the end of the word (one dog, two dogs, three dogs, etc.). Then, T explains that *sheep* doesn't have an 's' at the end even when there is more than one (one sheep, two sheep, three sheep, etc).
2. In pairs, Ss practise counting the animals. S1 points to the pictures and S2 says how many animals there are.

e.g. S1: How many cows?

S2: Six cows.



Interaction: PW, T-Ss, Ss-Ss, Ss-T

Timing: 8'

ACTIVITY 5 – Let's sing!

Aim:

- to review farm animals

Procedure:

1. T tells Ss that they are going to listen to a song called *Old MacDonald had a farm*. First, they listen to the song so that they would familiarize with it.

(<https://www.youtube.com/watch?v=nFX98pqzb3o>)



2. Then, T gives Ss a bag of animals and tells them that while they are listening to the song again they have to choose the animals that they hear in the song and arrange them in the order they appear in the song. In the bag there is also an 'intruder' which they have to discover. The Ss work in groups. When they have finished, T checks as a class.
3. T plays the song again for Ss to join in.

Interaction: GW, T-Ss, Ss-Ss, Ss-T

Timing: 12'

ACTIVITY 6 – In a cottage in a wood

Aim:

- to review a song previously taught

Procedure:

1. T asks Ss if they know / remember another song about an animal.
2. T plays the song '*In a cottage in a wood*' on the video projector and students join in.
3. T plays it again and while Ss sing it along a sweet rabbit knocks on the door and brings chocolate to the little children.
4. T praises the Ss.

Interaction: WhC, T-Ss, Ss-T

Timing: 8'