

## LESSON PLAN

**NAME:** Fărcaș Adina Mariana

**SCHOOL:** Școala Gimnazială Gheorghe Lazăr Zalău

**DATE:** 11<sup>th</sup> May

**GRADE:** V-C

**NUMBER OF STUDENTS:** 26

**LEVEL:** elementary

**LESSON:** British sports

**TYPE OF LESSON:** systematization and consolidation of knowledge

**TIMING:** 50 min

**SKILLS:** Speaking, Reading, Writing

### DIDACTIC STRATEGIES:

**-METHODS AND PROCEDURES:** question patterns, elicitation, explanation, scanning/skimming, conversation, discussion, interview

**-ORGANISATION:** whole class, individual work, pair work

**-MATERIALS AND EQUIPMENT:** laptop, video-projector, wordwall game, board, handouts, diagram worksheet

**-CLASSROOM MANAGEMENT:**-the classroom must be clean, comfortable and bright; the chairs must be adapted for the activities

-teacher's attitude: moves around the class, keeps eye contact, focuses attention to whom is speaking, encourages and makes positive remarks, varies the tone of the voice, doesn't interrupt students rudely for correcting mistakes, smiles, encourages.

**-EVALUATION:** **-continue:** through analysis of answers, activities, observation, stimulation, error correction;

**-final:** through feedback and the writing assignment

### OBJECTIVES:

By the end of the lesson students will be better able

- To recognise and use vocabulary related to sports/ British sports
- To read for gist and specific information
- To write a short text about a deskmate using linking words *and, so, but, because*

**ANTICIPATED PROBLEMS:** some students might need further help and extra indications in solving the tasks; some students might have some pronunciation difficulties when reading

**SOLUTIONS:** T explains whenever the case so that every student understands the tasks;

**STAGES:**

The teacher greets the students, talks with them and gets ready for the class.

**ACTIVITY 1: Warm-up**

AIM: to warm the SS up, to motivate them for the lesson

PROCEDURE: T tells Ss to write the date in their notebooks and tells them that during this class we will continue to talk about sports and focus on British sports. T then writes the title on the board - *British Sports*. Then T draws a mind map about sports on the board and Ss have to complete it with sports from a given list (rugby, karate, table tennis, gymnastics, baseball, running, cycling, football, snowboarding). T reads the first sport and asks Ss to write it in the right place, then the second one and then the rest. Ss draw and complete the mind map in their notebooks.

INTERACTION: whole class

TIMING: 5 min

TEACHING TECHNIQUE – elicitation, mind map

**ACTIVITY 2: Pre-reading**

AIMS: - to consolidate vocabulary related to sports and sports equipment

- to pre-teach vocabulary

PROCEDURE: T tells Ss that they will play a multiple choice game to practice vocabulary related to sports or sports equipment. Ss will take turn to read and answer the questions. Then T gives each student a handout. Ss will have to match some words related sports to their definitions. Ss solve the exercise individually. When they finish T checks their answers.

INTERACTION: whole class, individual work

TIMING: 10 min

TEACHING TECHNIQUE - multiple choice exercise, matching exercise

**ACTIVITY 3: While-Reading**

AIM: to practice reading for gist and for specific information

PROCEDURE: T asks students to open their books on page 106 and tells them that they will listen and read a text about British sports. T then asks them what sport is described in each text and what is the name of the person who describes it. T then asks Ss to read the text carefully and solve ex 1 and 2 page 106. When they finish T checks answers with the whole class.

INTERACTION: individual work, whole class

TIMING: 20 min

TEACHING TECHNIQUE – skimming/scanning, reading for gist/specific information

#### **ACTIVITY 4:** Post -reading

AIMS: to practice speaking skills  
to practice writing a short text using linkers

PROCEDURE: T asks one student to read the study tip from ex 4/107 Giving a reason. T then explains Ss that we use the word *why* when we ask someone a question and we expect them to answer by giving a reason for saying/doing something. That person will respond using the word *because* to motivate, show reason for what they claim. After that teacher explains that *because* is a linking word like *and*, *but*, *and*, *so* and reminds Ss when we use each one. Then T divides the class in pairs and explains that they will have to complete a diagram. They will have to ask each other questions about the sports in the diagram as in the example and give reasons for their answers using the adjectives in the box.( fun, exciting, boring, interesting, fast, slow, enjoyable, dangerous, good for you). T appoints two students to read the example, then tells Ss to start working while T walks around the classroom and monitors the task or offers help where needed. After the Ss complete the diagram they have to write a short text about their partner using his/her answers and linking words. They can use the text in ex 5/107 as a model. When they finish T asks some students to read their texts. T gives stickers to the Ss who managed to write a coherent and correct text.

INTERACTION: pair work, whole class

TIMING: 15 min

TEACHING TECHNIQUE: interview, writing a short text

**FEEDBACK:** .T praises all the Ss for their participation during the lesson and for their work.

Extra activity - create a calligram