

LESSON PLAN

Revising commonly used verbs and Present tenses (an adaptation of the game “The sparrow hawk and the hatching hen – a verb game”)

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School: CNP “Tudor Vianu”

Class: 6th grade

Level: intermediate

No. of students: 31

Revision - verb forms, Present Simple vs Present Continuous

Lesson Objectives:

- 1. to revise the use of frequently used verbs and consolidate the use of Present Simple and Present Continuous**
- 2. to use ICT as a successful tool when learning a foreign language**
- 3. to develop speaking skills**
- 4 . to encourage cooperation**

Assumptions:

Students are already familiar with both the vocabulary being revised, and the structure of Present Simple and Present Continuous in Affirmative, Interrogative and Negative, as well as their basic uses. Also, students are able to work in groups, and they can handle basic computer skills.

Anticipated problems:

Students may find it difficult to deal working on the computer. Also, some students may be too competitive, thus unable to work in groups efficiently. Since the game involves working under a time limit, some students may find it difficult to concentrate.

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Materials:

- Smart board
- Overhead projector
- Computers/laptops
- markers
- notebooks
- software : The sparrow hawk and the hatching hen – a verb game

Activity 1- Warm up

Aim:

- to revise the vocabulary and the tenses used

Procedure:

The students can be organized to work in groups of two, to prepare them for the next activity. The teacher writes a couple of words (nouns) on the board and prompts students to incorporate them in appropriate sentences, paying particular attention to the verbs and tenses used. Some examples: *magazine, headache, problem, book, car, doctor, names of countries and nationalities*. The teacher asks students to write the most appropriate/illustrative sentences on the board and their notebooks.

Some possible examples:

magazine – I love to read magazines.

Book – I bought/borrowed/lent a book.

Problem – I have a problem. My friend helps me solve my problem.

Car – My mom drives us to school in her car.

Romania/Romanian. I live in Romania and I am a Romanian.

Should students encounter difficulties, the teacher can ask students what actions can be normally done with the respective object/abstract notion and in what contexts/situations they might be used. In the case of irregular verbs, the teacher can also prompt students for the other forms of the verbs.

Interaction . S-T , T-S, S-S

Timing 10'

Activity 2

Aims:

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- to use ICT as a successful tool when learning a foreign language
- to practise the use of verbs and Present Simple and Present Continuous
- to encourage cooperation

Procedure:

Interaction	Timing
S-S	30'
S-T-S	

The students will be working in groups of two, with both students sitting at a computer/laptop, on which they have the software installed. The teacher tells them to choose a name for their team, or assigns appropriate names to each team. The first three teams, who win the game by scoring 41 points, will be awarded first, second and third place according to the order in which they finished. As soon as the third team has won the game, all other students will have to stop playing. There will also be a ranking all the other teams, in order of how many points they managed to score. A team will not be automatically disqualified if they lose the game provided they are able to restart the game and score points before three teams finish.

Here are the instructions and the content of the game:

How to play the game:

You are the hatching hen and the sparrow hawk attacks your chicks. Every time the hawk attacks, you will be asked to answer a question correctly by typing in the blank space in the sentence with the right verb in the correct form. You have up to 30 seconds to answer the question. If you fail to answer the question in time or if you answer incorrectly you lose one chick. If you answer correctly, you get 1 point.

The game ends when:

1. You have obtained 41 points- you have won!
- Or
2. You lose all your chicks- sorry, you have lost!

Questions:

Type in the blank space in the sentence with the right verb (only one word) in the correct form:

1. I don't feel very well. I a headache.
2. He.....in Spain. He is Spanish.
3. They never.....coffee.
4. Kate.....to bed late at night.

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5. Theyoften late for school.
6. Ben does not.....his Ferrari to work; he goes to work by bus.
7. A: Do you.....your job? B: Yes, I do.
8. Annaas an engineer.
9. He usuallyup at 7.00 AM., but today he is still sleeping.
10. My childrenbreakfast at 8.00 PM.
11. We.....in Romania. We are Romanian.
12. A: What do you want to.....? B: An astronaut.
13. Markto school every day because he wants to do some exercise and lose some weight.
14. We..... some sugar. Can you lend us some, please?
15. I don'tbooks; I am not a library or librarian.
16. On Saturday mornings, Mr. Smith usuallyhis newspaper.
17. A: WhereJack? B: At school.
18. Dogswhen they sense danger.
19. A: How often do youmagazines? B: Whenever I have time.
20. Henothing about this new game.
21. He alwaysthe truth as he is not a liar.
22. I am.....Chemistry to become a teacher of Chemistry.
23. Theyin Norway. They are Norwegian.
24. He isnow because he worked a lot yesterday.
25. Hesome salt. Can you lend him some, please?
26. Michael and Danas doctors.
27. You live in Turkey. You.....Turkish citizens.
28. A: What time do you and your family usually dinner? B: At 7.30 PM.
29. I.....everything will be ok.
30. Iwhat you are telling me, but I am afraid I cannot help you.
31. Hetoo many mistakes and he will fail exams because of this.
32. John enjoys fishing andfishing every week.
33. A: Who.....that boy? B: He is John.
34. I neveron holiday without my lucky pillow.
35. John and Annato become lawyers.
36. Most cats.....when they need something.
37. Younever late for classes.
38. The little boy has to.....his hands; they are very dirty.
39. We must.....John in any way possible now that he is in this terrible situation.
40. JohnLaw at university as he wants to become a lawyer.
41. Hea stomachache because he has eaten too much ice-cream.
42. I willyou everything I know.
43. All students must.....uniforms at school.
44. Ipudding a lot.
45. My sister isa picture at the moment; she is a painter.
46. Annato be a doctor.

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47. I want toyou for your support. It has been of great help.
48. Please,.....the window! It is cold in here.
49. The trainat 6 PM.
50. What time.....the train arrive?

Answers:

1. have
2. lives
3. drink
4. goes
5. are
6. drive
7. like / enjoy
8. works
9. gets
10. have
11. live
12. become/be
13. walks
14. need
15. lend
16. reads
17. is
18. bark
19. read/ buy
20. knows
21. tells
22. studying
23. live
24. sleeping/ resting
25. needs
26. work
27. are
28. have/ eat
29. hope
30. understand/ know
31. makes
32. goes
33. is
34. go
35. want/ study
36. meow/ miaow

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37. are
38. wash
39. help/ support
40. studies
41. has
42. tell
43. wear
44. like/ enjoy
45. painting/ drawing
46. wants
47. thank
48. open
49. arrives
50. does

Activity 3

Aims:

- to use ICT as a successful tool when learning a foreign language
- to further consolidate and expand vocabulary
- to encourage cooperation

The teacher can replay the game with the entire class, using the overhead projector and the smart board, and pause for each question, to discuss any problems the students had, or to explain why some options put forward were not correct. For instance, a student might have said that “He serves breakfast”, influenced by his native language, and the teacher or even other students should explain the difference. This sort of activity is also the perfect way of further improving the software, since students can come up with valid answers and synonymous or context appropriate verbs which had not been included in the official solutions to the game, but can be included in future versions.

Alternatively, the teacher can assign larger groups of students (four or five) either rooms of the house or a set of situations (such as *at the hospital*, *at school*, *at the airport*, *at the seaside*, *at work*) and ask them to create context relevant sentences, based on the game as a model. The students working on the *at the school* situation might write sentences such as: “*I (write) at the board. The teacher (explains) the lesson.*”, where the words in brackets represent the words that have to be filled in. Part of the activity can be done and

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checked in class, while a part of it can be assigned as homework (for instance, 5 sentences to be written in class and 10 at home).

This activity also allows for students to create their own games and teaching materials, through the combination of their best sentences.

Interaction . S-T , T-S, S-S

Timing 10'