

## LESSON PLAN

### Describing Animals and Characters( an adaptation of the game “Animals and their babies”)

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**School:**CNI”Tudor Vianu”

**Date:** February 15<sup>th</sup>, 2010

**Time of lesson:** from 7.30 to 8.15

**Class:** 5<sup>th</sup> grade

**Level:** pre-intermediate

**No. of students:** 31

**Revision - Present Simple vs Present Continuous**

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#### **Lesson Objectives:**

- 1. to consolidate and do further practice of the structure and 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 the structure of both tenses in Affirmative, Interrogative and Negative and with the basic uses. However, they still have problems distinguishing one tense from another. Also, students are able to work in groups, and they can handle basic computer skills.

#### **Anticipated problems:**

Students may find difficult to deal with working on the computer. Also, some students may be too competitive, thus unable to work in groups efficiently, having the tendency to stand out by trying to work individually rather than in a team.

#### **Materials:**

- Smart board

- computer
- markers
- notebooks
- group cards
- worksheet

### **Activity 1-** Checking homework

**Aim:**

- to consolidate and do further practice of the structure and use of Present Simple and Present Continuous

**Procedure:**

**Interaction    Timing**

1.        Students read their homework- exercises on page 23

5'

from Hester Lott's "*Real English Grammar*" - *Pre-intermediate* .

S-T

T-S

2. The different uses and forms of both tenses are discussed in class. Students are encouraged to explain to each other why a certain tense is used and give a similar example.

### **Activity 2**

**Aims:**

- to use ICT as a successful tool when learning a foreign language
- to practise Present Tense Simple (especially)
- to encourage cooperation

**Procedure:**

**Interaction    Timing**

S-S

30'

S-T-S

The students will be working in 4 groups. Each group receives a card with their assigned animal and character. No group knows what the other groups have written on their cards. And they must not know until the right time comes.

**Task:**

In your groups draw and complete the table below on one of the computers from your group.

**ESSENTIAL WARNING!**

**Make sure the table will auto-fit its contents.( Open a Word document , go to Table button, click on it , go to Insert Table, click right and choose at Autofit Behavior – Autofit to contents and at Table size choose 2 columns and 6 rows- like the table on this worksheet)**

You will complete it by making 5 sentences for both the animal and the character. The sentences should express characteristics of the group’s animal and character without saying the name of the animal or of the character. Your sentences should describe the animal and the character for your colleagues from the other groups to be able to guess their names. In your sentences make sure you use Present Simple and Present Tense Continuous correctly. You have 5 minutes to complete your task. Even if you use the internet to find more information about your group’s animals, your sentences must be your own thinking and ideas (You **have to create the sentences**). Trying to copy/ Copying sentences from a source will lead to the group’s losing points. When the time is up, each sentence will be read in turns by each group while the other groups are trying to guess first the animal and then the character. A score table will be on the board. When guessing or saying a sentence, please wait for your turn and do not speak unless the teacher allows you to do so. The best scoring team is the winner. GOOD LUCK ☺ !

**Students’ table:**

<b>My group’s animal - Characteristics expressed in sentences</b>	<b>My group’s character- Characteristics expressed in sentences</b>

**TEACHER’S SCORE TABLE**

<b>Score for:</b>	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>
Animal sentence 1 + 5				
Animal sentence 2 + 5				
Animal sentence 3 + 5				
Animal sentence 4 + 5				
Animal sentence 5 + 5				
Character sentence 1 + 5				
Character sentence 2 + 5				
Character sentence 3 + 5				
Character sentence 4 + 5				
Character sentence 5 + 5				
Bonus for guessing an animal + 15				
Bonus for guessing a character + 15				
Guessing the animal - Time bonus for guessing				

before all 5 sentences have been said +10				
Guessing the character - Time bonus for guessing before all 5 sentences have been said +10				
English language mistakes -1 for each one				
Inaccurate information -1/ Attempt to cheat -3				
TOTAL				

**Activity 3-** recognizing time adverbials for one of the respective tenses using them in their own examples, completing sentences with the right verb form.

**Aims:**

- to consolidate and do further practice of the structure and use of Present Simple and Present Continuous
- to develop speaking skills

**Procedure:**

1. In pairs Ss are to follow the next instructions:

**Step 1:** Put the time expressions under the right heading.

Translate them:

*Every day/ just now / nearly always /  
on Fridays / these days / this afternoon / hardly ever /  
today / very often / when I'm tired / in the evening /  
at present /at the moment / rarely / usually / never*

**Interaction Timing**

S-S

5'

PRESENT SIMPLE	PRESENT CONTINUOUS

**Step 2 :** By taking turns each of you tell your partner an example using each of those time adverbials. Refer to animals and characters. Correct your partner if necessary.  
(During this activity the teacher monitors the Ss)

<b>Interaction</b>	<b>Timing</b>
S-S	5'

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**Homework assignment: Using time adverbials from the above exercise describe the life of your favourite animal/character.**