

<b>Teacher's name:</b> Charlotte	<b>Date:</b> 10/03/2022	<b>Level:</b> Elementary	<b>Number of students:</b> 2
<b>Focus on systems (PPP)</b>	<b>Topic:</b> everyday activities (things I did and didn't do)		
<b>Learner outcome:</b> students will be able to talk about routine activities (what they did and didn't do) using the past simple. They will learn some past time markers and vocabulary relating to everyday activities. They will also learn how to pronounce the -ed ending for regular verbs.			
<b>Grammar point to be taught:</b> the past simple (affirmative and negative)			
<b>New Vocabulary / phrases to be taught:</b> last (weekend / week / month / year) ; meet up with friends ; go to the market ; eat out ; have a glass of wine ; ill ; check emails			
<b>Materials:</b> Visuals (EDCB), Dialogue text (recto + verso), Practice 2 prompt cards, Production grid			
<b>Assumptions:</b> ss know the present simple as well as some basic vocabulary for daily activities, ss know that there are regular and irregular verbs			
<b>An anticipated problem:</b> <ul style="list-style-type: none"><li>- irregular verbs</li><li>- conjugating main verb in the negative form (after didn't)</li><li>- mispronouncing the -ed ending</li></ul>			

**My proposed solution:**

- explain the irregular verbs list with 3 columns (2nd column is past simple)
- CCQ it on board
- explain the three possibilities /t/ /d/ /ld/

**What I need to work on:** modelling activities, correcting activities on board, error correction

Stage of lesson (eg Presentation)	Learner activity	Objective (Why are they doing this?)	Teacher activity	Interaction (eg ind, pairs /3s or group)	Time	Materials needed
Engage						
Engage	Ss play hangman to guess what I did last weekend	To get them thinking about things we do at weekends and about what they did last weekend	T draws hangman on the board	whole class	5 mins	
Presentation						
EDCB		To ensure ss understand some key vocabulary in the text and useful vocabulary for the production task	T does EDCB for some key vocabulary (see page 1)	whole class	5 mins	Visuals
Text	Ss read the text	To expose ss to the grammar point in context	T sets the context (It's Monday, Sophie asks Jenna about her weekend)	individual	5 mins	Handout 1: Dialogue (recto)

Focus on FFP			<p>T elicits verb tense + asks ss about the function (<b>to talk about past completed actions</b>)</p> <p>T elicits affirmative form: <b>S + Ved / S + irregular past simple form</b></p> <p>T elicits negative form: <b>S + didn't + bf</b></p> <p>T elicits forms for 'be': <b>S + was/were</b> <b>S + wasn't/weren't</b></p> <p>T CCQs and wrong examples</p>		10 mins	
Practice						
P1	<p>1. Ss read the same text - have to put verbs in past simple</p> <p>2. Ss circle the irregular verbs</p> <p>3. Ss classify regular verbs according to their pronunciation</p>	<p>1. To work on their memorising skills + to consolidate understanding of how we form the past simple</p> <p>2. To practice recognising irregular verbs</p> <p>3. To learn how to pronounce -ed ending</p>	<p>1. and 2. T monitors to check ss are on task and to provide correction/help.</p> <p>3. T explains the three possible ways to pronounce -ed + drills</p>	PW	10 mins	Handout 1: (verso)
P2	In turns, ss pick prompt	To practise using the past	T monitors to check ss	PW	7 mins	

	card and say an affirmative or negative sentence	simple to say what they did or didn't do last weekend.	are on task and to provide correction/help.			
Production						
Production 1	Ss tell their partner what they did or didn't do yesterday/last weekend/ last summer. The ss listening takes notes to be able to share what they learnt after the activity.	To give free practice of the target language and for them to personalise the language point.	T models the activity first.  T monitors ss while doing task and corrects / takes notes for delayed feedback	PW	13 mins	Handout 2: Grid
Feedback	Ss share what they learnt, i.e. what their partner did or didn't do	To wrap up the activity. To let ss know how they did and to focus on any errors that came up.	T asks ss to share what they learnt about their partner's activities. T writes any errors on board and asks ss to correct.	Whole class	5 mins	