

Name: TAMERLO Ophélie	Date: 21/08	Level: Intermediate
Number of students:	Topic:Telling Stories	
Main lesson focus (underline one): Grammar / Vocabulary / Pronunciation / Reading / Listening / Speaking / Writing		
Learner outcome(s): The students will be able to (mention task first, then “using”)....		
The students will be able to have a conversation (talk and ask questions) about previous events using the past simple		
Grammar: Past Simple		
Vocabulary: street performer, indeed, ankle, clever, main square		
Phrases: to have a blast, to dare (someone)		
Materials: worksheets, postcard, computer (PowerPoint)		
Assumptions: For this lesson I assume the Ss already know... the basics of past simple		
An anticipated problem: the students may find the lesson boring since they may know how the past simple works and I’m not teaching them anything new		
My proposed solution: Pay more attention to the pronunciation and how to form a question, which can still be a challenge for them.		
What I intend to work on based on previous feedback: my confidence, the timing and the number of vocabulary word		

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Stage of lesson No. of minutes	Procedure (What I / they do)	Objective (Why am I / are they doing this?)	Main skill students will be practising eg L
1 min	<p>Introduction</p> <p>How are all of you doing ? Good ?</p> <p>Has anyone taken a vacation this summer ? What did you do, where did you go ?</p> <p>what are we doing right now : “telling stories”</p> <p>WRITE TOPIC LESSON : Telling stories</p> <p>those pictures here are telling a story</p>	To make the SS more comfortable	S
1 min	<p>Engage :</p> <p>(Capitole, dance and Mom)</p> <p>Those pictures here are the clues to the story we’re going to see today</p> <p>But before this, we’re going to see some vocabs first okay and to do so we’re going to play a game</p>	To catch their attention and get them interested about today’s topic	
Pre-teach vocab 5 min	<p>Game : Pictures on board (elicit using the presentation text)</p> <p>SS have to guess the vocab words</p>	Pre teach vocabulary for presentation text	S

	<p>street <u>performer</u> :</p> <p>ccqs : was Johnny Halliday a street performer ? Is he a street performer ?</p> <p><u>ankle</u> :</p> <p>ccqs: point to different part Is this my ankle ?</p> <p><u>clever</u> : picture Which one do you think it is If someone says you're clever does it mean you're intelligent or not ?</p> <p><u>main square</u> : picture (Picture of Capitole) Does this look like the main square ?</p> <p>to have a blast : Do they look like they're having a blast ? What about them ?</p> <p><u>indeed</u> : When someone says "indeed" is he agreeing or disagreeing with you</p>		
	Dear Mom, (write focus q° on board) : What is this letter about ?		
Presentation text 5 min	<p>Presentation of the target language :</p> <p>This is a letter that a lady wrote to her mother.</p>	SS get familiar with the target language	S/W/R

	<p>(Individually, Read the text and then with your partner discuss and answer the questions below the text 4 min)</p> <p>Check gist together (1 min)</p> <p>“ Actually this is my story, most of it is true but I added some false details. Try to think of true stories that happened to you and lies too for later ”</p> <p>(draw a timetable with 3 columns) and write the sentence : “ People watched him perform “ “She was happy”</p> <p>Draw a timeline</p>		
Grammar point 10 min	<p>Underline the verbs</p> <p>CCQs :</p> <p>What tense is used here ? Present ? => Past Simple</p> <p>Why did she use the Past Simple ? Did the event happen today ? Is she still dancing in the main square ? When did it happen ? “a couple of weeks ago” Where am I putting the cross then ?</p> <p>- In the past</p> <p>Function : to talk about things that happened in the</p>	To teach function	S

	past, and are finished		
	<p>Form : People watched (S + V-ed) him perform</p> <p>How do you turn that into a question ?</p> <p>Form : Did people watch (DID + S + Base form) him perform ?</p> <p>She is happy</p> <p>Past : She was happy</p> <p>How do you turn that into a question ?</p> <p>Was she happy : Was/Were + S+... ?</p> <p>How do you turn both sentences into negation ?</p> <p>I didn't watch (S + DID + NOT/N'T + Base form) (drill)</p> <p>She wasn't happy (S + WAS/WERE + NOT/N'T) (drill)</p> <p>Tell me other verbs that are conjugated in Past Simple</p> <p>1 column for /t/ 1 for /d/ 1/id/ (irregular verbs on the side)</p> <p>regular verbs : unfortunately there are no rule you just</p>	To teach form	

	<p>have to learn it by heart</p> <p>(can you tell me the base form for each of those verbs ?)</p> <p>1st student read 1st column (drill) 2nd student read 2nd column (drill) 3rd student read 3rd column</p> <p>CCQs: why do you think I separated them ?</p> <p>soft sounds : pronounced /d/ when it ends with a vowels or consonants like /n/ /m/ /r/</p> <p>hard sounds : pronounced /t/</p> <p>When Ted: pronounced /id/</p> <p>Take back the presentation text</p> <p>Ccqs :</p> <p>They sawed a man dancing He cookaid last night She didn't wanted me to go I tryed to help her She didn't was angry Did she had an idea ? The bear attacked him</p>		
<p>P1</p> <p>12 min</p>	<p>D Individually</p> <p>I Fill the gaps with the verbs in past simple</p> <p>M (okay this is an irregular verbs so it's on the board)</p>	<p>P1 : Consolidate knowledge on how to form questions, negations and statements using past simple</p>	<p>S/W</p>

	<p>T 5 min Sheets</p> <p>D In Pairs now I Compare your answers, try to work on your pronunciation too M (Oh yeah we both put “workaid” no remember it’s worked /t/) Oh yeah you’re right T 5 min</p> <p>Quick feedback as an open class (2min)</p>	Starts to work on pronunciation for next activity	
<p>P2 8 min</p>	<p>SWITCH PARTNERS Pronunciation card game (speed game)</p> <p>D In pairs I: You're playing against each other. Pick up card that you put in the middle, on the cards : verbs in base form, try to guess the past simple before your partner and careful on your pronunciation wrong pronunciation : you lose the card and this way the point The one with the most cards wins M Student A : (picks up a card “work”) humm... Student B : (in a hurry) : WORKED !! Student A : Oh well done ! Student B (picks up a card) : WATCHAID !! Student A : no you said it wrong WATCHED, I win</p> <p>T 7 minutes S Hand out cards</p> <p>Quick feedback as an open class (1min)</p>	SS work on their pronunciation (raise STT)	S

Production Activity 20min	<p>2 trues and 1 lie</p> <p>D Individually I write 2 true stories that happened to you and 1 false using Past Simple (just 1 or 2 max) M (not necessary) T 8 minutes</p> <p>D Together I Each of you read his paper and others try to guess which one is the lie by asking question using past tense (careful on pronunciation) M Student A : I played football in 2011 I drank champagne with the prefect of Toulouse earlier this year I saw a woman dance with a monkey in the subway once Student B : Why were you in the prefecture ? T 3 minutes each student (12 min if 4 students)</p> <p>Praise SS for good participation</p>	SS use target language in a “freer” way discussing with each other	S/W