

# Flip

Foreign  
Languages  
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Program



# LENGUA EXTRANJERA I

## SISTEMA DE EDUCACIÓN MEDIA SUPERIOR



### Módulo VI:

Downloadable Activity

“Past Simple VI”



## LESSON PLAN

Teacher:	Lengua Extranjera I	Classroom:	Shift:	Date:
Previous teaching Point: Simple present, present continuous			N. of SS: 15	Time: 50 min.
Aim:			Context: Reading	
General Objective: By the end of the class, Ss will have review the pronunciation of some regular verbs by playing Broken telephone in past, having a short review on simple past and discriminating the sounds and answering a worksheet.			Grammar: Simple past	

## Warm up

Teacher:	Skills: All and any	Time: 10 mins
Material: Some sentences		Seating Arrangement: five groups
Objective: Ss will recognize the simple past by playing Broken telephone and saying the sentences out loud.		
Lead in: Guys, I can't hear you because we're playing Broken Telephone.		
<b>Procedure:</b> <ol style="list-style-type: none"> <li>1. T will greet Ss.</li> <li>2. T will state that a game will be played.</li> <li>3. T will divide the group in 5 by their height.</li> <li>4. T will explain the activity.               <ol style="list-style-type: none"> <li>4.1. T will state that the Ss will form 5 lines.</li> <li>4.2. T will go to the end of all the lines.</li> <li>4.3. T will whisper to the Ss at the end of the line a sentence.</li> <li>4.4. Ss will have to whisper accordingly to the person in front and so on until they reach the first one.</li> </ol> </li> <li>5. T will start the activity.</li> <li>6. T will check all of the sentences at the end.</li> <li>7. T will stop the activity once all or most of the Ss have participated or time is almost up.</li> </ol>		
Link: Ok, guys, let's quickly look at the projection.		
<b>Possible Problems:</b> <ul style="list-style-type: none"> <li>• Ss may be noisy.</li> </ul>		<b>Possible Solutions:</b> <ul style="list-style-type: none"> <li>• T will stop the activity and state Ss to be quiet.</li> </ul>



Presentation		
Teacher:	Skills: Speaking	Time: 20 mins
Material: Reading from the Downloadable Activities "Past Simple VI"		Seating Arrangement: Pairs
Objective: Ss will identify the simple past by underlining all the past in a text.		
Lead in: Ok, guys, I have a reading for you.		
Procedure:		
<ol style="list-style-type: none"> <li>1. T will state that a reading will take place.</li> <li>2. T will tell Ss that they are going to underline all of the verbs in past in the reading.               <ol style="list-style-type: none"> <li>2.1. T will specify that there are 12 verbs throughout the text.</li> </ol> </li> <li>3. T will state that they can do it in pairs</li> <li>4. T will give Ss 10 mins to read and underline all of the verbs in past.</li> <li>5. T will ask Ss to tell all of the verbs they found.</li> <li>6. T will ask some comprehension questions about the test.</li> <li>7. T will elicit answer.</li> </ol>		
Link: Ok, guys, can you help me read it?		
Possible Problems: <ul style="list-style-type: none"> <li>• Ss may not find all of the verbs</li> </ul>		Possible Solutions: <ul style="list-style-type: none"> <li>• T will tell the pairs to ask other people.</li> </ul>

Controlled Practice		
Teacher:	Skills: Speaking	Time: 20 mins
Material: Reading from the Downloadable Activities "Past Simple VI," paper strips with the phonemes.		Seating Arrangement: Whole group
Objective: Ss will be introduced to the different sounds of the "ed" pronunciation by discriminating the sounds while the teacher is reading them.		
Lead in: Ok, guys, is there a difference between "waited" & realised."		
Procedure:		
<ol style="list-style-type: none"> <li>1. T will ask Ss if there's a difference in pronunciation with two verbs.</li> <li>2. T will elicit answers.</li> <li>3. T will give more examples from the verbs in the reading.</li> <li>4. T will state that there are 3 different ways to pronounce the "ed" termination.</li> <li>5. T will ask Ss to repeat the words the T says and try to categorize it.</li> <li>6. T will ask Ss to work on the reading and with all the underlined verbs; they will have to select which of the three pronunciation goes according with each word.</li> <li>7. T will tell Ss to be patient and careful, because it is difficult.</li> <li>8. T will elicit answers.</li> <li>9. T will check questions by asking their classmates if they think it is correct.</li> <li>10. T will put the correct answer in the white board.</li> <li>11. T will ask Ss to repeat the pronunciation.</li> <li>12. T will do choral and individual repetition.</li> <li>13. T will end the class by wishing everyone a good birthday.</li> </ol>		
Possible Problems: <ul style="list-style-type: none"> <li>• Ss may not find a difference in the pronunciation-</li> </ul>		Possible Solutions: <ul style="list-style-type: none"> <li>• T will stress the pronunciation and ask again if they cannot find a difference.</li> </ul>



