

## Lesson plan

<b><u>Subject:</u></b> <b>English</b>		<b><u>Teacher:</u></b> <b>Libor Pecha</b>	
<b>Group:</b> <b>7.A</b>	<b>Date:</b> <b>23.9.2015</b>	<b>Time:</b> <b>8:00 – 8:45</b>	<b>No. of students</b> <b>14</b> <b>(8 girls + 6 boys)</b>
<b>Level of English:</b> <b>A1-A2</b>	<b>Recent topic work:</b> <b>Present continuous</b>	<b>Notes:</b> <ul style="list-style-type: none"><li>- Cooperative students</li><li>- John and Mark cooperate only when they don't sit next to each other!!!</li></ul>	
<b><u>Aims</u></b>		By the end of the lesson students should be able to describe fundamental differences between present simple and present continuous. Moreover, they should be familiar with some new words concerning jobs.	
<b><u>Objectives</u></b>		Students talk about their parents – what their parents do – their jobs. Students use an interactive board to learn some new words concerning jobs. Students try to name the jobs and write them down to their exercise books. They work with the interactive board individually (one by one). Students ask questions about the pictures on the board (people at work) using present simple (kinds of jobs) and present continuous (what the people on the pictures are doing).	
<b><u>Assessment</u></b>		Oral assessment during the class. Students will be given homework to bring it to the next class. Within a week, students are taking a written test concentrated on present simple and present continuous.	
<b><u>Materials</u></b>		Pictures, workbook, interactive board,	
<b><u>Anticipated problems</u></b>		It is a common mistake for English learners to mix these two tenses up. <b><u>Example of a mistake:</u> I am living in India</b> (temporary), (just for few weeks or few months ...). but students want to say that this is their permanent place of residence, so is this sentence correct ? No. To show that it's a fact, it is the permanent place of residence, they should use the present simple <b>- I live in India.</b>	

Stage	Procedure	Tasks	Interaction	Aims	Time
1	<ul style="list-style-type: none"> <li>- Greet students and turn on the CD player with relaxation music</li> <li>-explain that the music is almost inaudible but should have a positive effect on them</li> </ul>		Teacher & Students	To make students feel comfortable during the class	2 minutes
2	<ul style="list-style-type: none"> <li>-Tell students something that you have recently found interesting (news, your life events)</li> <li>-Ask students about news and also about what they have recently found interesting</li> </ul>	<ul style="list-style-type: none"> <li>-Students focus on teacher's spoken English</li> <li>-Students talk about something they are interested in</li> </ul>	Teacher & Students	To be good example for students and encourage them to speak inside the classroom.	8 minutes
3	<p>Warm up activity:</p> <p>Tell students to work in pairs talking about what their parents do (their jobs) and what the students are doing right now.</p>	Students follow the teacher's instructions and work in pairs	Pairs	Students should brush up on their spoken English	5 minutes
4	<ul style="list-style-type: none"> <li>-Use pictures on the interactive board (people in their work e.g. a doctor, a policeman etc.)</li> <li>-Supervise students and correct them when they make mistakes</li> </ul>	Students try to name the jobs and write them down to their exercise books. They work with the interactive board individually (one by one)	Teacher & Students	To learn some new vocabulary concerning jobs	10 minutes
5	<ul style="list-style-type: none"> <li>-Use pictures on the interactive board (people in their work e.g. a doctor, a policeman etc.)</li> <li>-Supervise students and correct them when they make mistakes</li> </ul>	Students ask questions about the people in the pictures – what the people do (what are their jobs) and what they are doing (current activities). They write down the questions and answers.	Teacher & Students	To introduce students fundamental differences between present continuous and present simple	12 minutes
6	Assign homework WB: ex. 5, page 23	Mark the exercise for their homework in the workbook	Teacher & Students	Self-study	1 minute
7	Ask students what they think about the lesson – their opinions. What they liked or didn't like about the lesson. Tell them what you think about the lesson and also about the students' attitude to the class.	Students discuss the class.	Teacher & Students	To let them know that they and their opinions are also very important for building the class.	7 minutes

