**LESSON PLAN**

**SCHOOL** – Școala Gimnazială Nr. 1 Moreni, **SCHOOL YEAR**: 2017-2018

**GRADE** – 7th B (L1) **LEVEL** – Pre-Intermediate

**LESSON** –*Thanksgiving and the Pilgrim Fathers* **TYPE OF LESSON-** extensive reading & listening

**DATE** – 23rd November 2017 **TIME** – 50 minutes

**TEACHER** – Camelia Vasilescu **STUDENTS -** 21 (aged 13-14)

**COMPETENCES**

2. Producerea mesajelor orale

2.2 Oferirea unor informații despre sine, despre activităţi şi evenimente

2.3 Exprimarea unei opinii / punct de vedere pe un subiect familiar

3. Receptarea mesajelor scrise

3.1 Identificarea componentelor logice și a succesiunii secvenţelor unui text citit

3.3 Extragerea informaţiilor de detaliu dintr-un text citit pentru a îndeplini o sarcină de lucru

**AIMS**

*At the end of the lesson students will be able to:*

1. elicit information about a significant past event in the American history;

2. identify the logical components of the text and their time order in the past;

3. use past simple structures to narrate the events;

4. talk about the Thanksgiving celebration.

**SKILLS:** speaking**;** reading

**TECHNIQUES:**

**-** video watching**,** storytelling, simple description on verbal and picture support**,** observation, explanation; brainstorming

**CLASSROOM MANAGEMENT:**

- Teacher- Students, Students- Teacher, pair work, group work**.**

**RESOURCES**

**-** video screen, laptop, internet connection, USB memory stick

**-** whiteboard, notebooks

**-**  handouts

**ANTICIPATED PROBLEMS**

     Students might encounter difficulties in: identifying the meaning of the new lexical items; in using the correct past forms of the irregular verbs A; in keeping up with the video speed.

**ACTIVITIES**

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| **1. CLASS ORGANISATION** | |
| AIM | \*to organise the class  \*to help students feel focused |
| INTERACTION | \*T – Ss; \*Ss - T |
| PROCEDURE | \*T asks Ss: *How are you today? / Is anybody absent? / Are you ready to start the English class?*  \*Ss answer T’s questions; |
| ESTIMATED TIME | \*2 minutes |

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| **2. HOMEWORK CHECKING** | |
| AIDS | SS’ homework |
| AIM | \*to check the level of the Ss' acquisition of the previous information |
| INTERACTION | \*Ss – Ss; \*Ss – T |
| PROCEDURE | \*T asks Ss what their homework was;  \*Ss read their homework sentences, offering additional information if necessary; |
| ESTIMATED TIME | \*5 minutes |
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| **3. WARM UP** | |
| AIDS | PowerPoint presentation - slide no. 17: *Reasons to be thankful* |
| AIM | \*to create a pleasant atmosphere for the English class;  \*to help students feel relaxed |
| INTERACTION | \*T – Ss; \*Ss - T |
| PROCEDURE | \*T mentions the fact: 'It is a good day for me today. Why? Because I am .../I am not... ' (*See slide no. 17: Reasons to be thankful - "I am thankful that I am not a beetle to look that ugly/small", etc*.)  \*Ss continue the T’s question and answer, motivating the quality of the day; |
| ESTIMATED TIME | \*3minutes |

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| **4.TRANSITION TO THE NEW TOPIC** | |
| AIDS | the whiteboard, the Ss' notebooks, the guessing game |
| AIM | \*to focus the Ss' attention on the new topic |
| INTERACTION | \*Ss – Ss; \*Ss – T |
| PROCEDURE | \*T asks Ss to listen to a sort of riddle: Do people in this great big world celebrate a special day to express their gratitude for all they are and have?; \*T announces the title and the aims of the lesson and writes the title on the whiteboard.  \*Ss use their general knowledge and give the correct answers. |
| ESTIMATED TIME | \*3 minutes |

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| **5. PRESENTATION:** | |
| **5.a. LEAD IN ( pre-reading )** | |
| AIDS | \*video [Thanksgiving, The Pilgrim Fathers - Animated for Kids - YouTube](https://www.google.ro/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0ahUKEwj5jsfgjcvXAhWI5xoKHQLpBbYQtwIISDAE&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D2oO2N-5t9II&usg=AOvVaw0LP5f4CdeRrS1NmZnO_Kb4)https://www.youtube.com/watch?v=2oO2N-5t9II, 2 feb. 2016 - Încărcat de Fiveminded |
| AIM | \*to make the Ss familiar with the topic |
| COMPETENCES | \*to listen for understanding the general ideas of the text; to offer the broad lines of the past event |
| INTERACTION | \*Ss – video; \*Ss – T; \*T – Ss |
| PROCEDURE | \*T announces that today’s lesson is about the historical origin of the American celebration of Thanksgiving Day and asks the Ss to answer the questions on the content of the video, referring to: the time in history, the setting/place and the main characters involved.  \*Ss answer the T's questions. |
| ESTIMATED TIME | \*7 minutes |
| **5.b. DEVELOPMENT (while-reading)**  **B** | |
| AIDS | \*textbooks |
| AIM | \*to elicit information about the significance of the historical event; |
| COMPETENCES | \* to listen and read in order to identify the main ideas and the order of the events in the text |
| INTERACTION | \*T-Ss;\*Ss - T; PW |
| PROCEDURE | \*\*T asks Ss to read as they listen to the story and to work in pairs to answer the question 'What do Americans give thanks for?'; T offers the model reading;  \*Ss write their answer in their notebooks. |
| ESTIMATED TIME | \*8 minutes |
| **5.c. FEED-BACK (post-reading)** | |
| AIDS | \*PowerPoint presentation (slides 1-9), textbooks |
| AIM | \*to consolidate the information about the historical event ; |
| COMPETENCES | \* to talk about events presented in the text; to fill in a grid; to get extra information |
| INTERACTION | \*T-Ss;\*Ss - T; GW |
| PROCEDURE | \*\*T asks Ss to speak about each paragraph of the text and note the necessary information in the grid presented in the handouts (GW)  \*Ss complete the table in their notebooks. |
| ESTIMATED TIME | \*7 minutes |
| **5.d.** **FOLLOW-UP** | |
| AIDS | \*PowerPoint presentation (slides 9-16) |
| AIM | \*to consolidate the information about today's celebration of Thanksgiving Day |
| COMPETENCES | \* to talk about the traditional and cultural patterns of the American life |
| INTERACTION | \*T-Ss;\*Ss - T |
| PROCEDURE | \*T asks Ss to speak about each slides; \*Ss read the information and make a comment on each slide |
| ESTIMATED TIME | \*8 minutes |

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| **Emotional Feedback/ Aims’ checklist/Evaluation** | |
| AIMS | \*to get feed-back from the Ss |
| INTERACTION | \*Ss - T; \*T-Ss |
| PROCEDURE | \*T asks Ss to say a colour which best describes their emotional state at the end of the English class in correlation to the elements of this celebration *e.g. brown for the stuffed turkey, orange for the pumpkin, blue for the Atlantic Ocean, etc.*and evaluates the Ss performance |
| ESTIMATED TIME | \*3 minutes |

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| **Assigning Homework** | |
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| AIM | \*to consolidate the acquisition of the information on the topic and the competence of using the simple past in GIST |
| INTERACTION | \*T - Ss |
| PROCEDURE | \*T writes the homework on the blackboard – *“Write the GIST of the text using the table presented in*  *your textbook"* (exercise 2, page 21) |
| ESTIMATED TIME | \*5 minutes |
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**APPENDIX 1: Thanksgiving and the Pilgrim Fathers - PowerPoint, 17 slides**

**APPENDIX 2: Handouts** (Group-work)

* ***Re -order these events chronologically:***

**A. Symbols of survival**

**B. Getting ashore**

**C. The voyage**

**D. The first Thanksgiving dinner**

**E. Boarding the Mayflower**

**F. Who the Pilgrim Fathers were**

**G. The Native Americans' help**

**H. The hard start of a new life**

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**Solutions**

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| **1.** | **2.** | **3.** | **4.** | **5.** | **6.** | **7.** | **8.** |
| **F** | **E** | **C** | **B** | **H** | **G** | **D** | **A** |

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