

LESSON PLAN

SCHOOL –

GRADE – 7th**LEVEL – A2**

TEACHER –

UNIT –

LESSON – *Past Simple vs Past Continuous*

TYPE OF LESSON – Consolidation

DATE —

TIME – 50 minutes



COMPETENCES:

1. Receptarea de mesaje orale simple
 - 1.1. Identificarea informațiilor esențiale din fragmente scurte înregistrate, referitoare la aspect cotidiene previzibile, atunci când se vorbește rar și clar
3. Receptarea de mesaje scrise simple
 - 3.1. Identificarea informațiilor necesare din liste sau din texte funcționale simple (pliante, meniuri, orare, reclame)

AIMS:

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

1. use accurately the grammatical structures of the Past Simple and Past Continuous ;
2. Identify and use both tenses correctly in context.
3. describe events from the past using the appropriate grammatical structures.

1. Differentiate between Past Simple and Past Continuous.
2. Creatively

SKILLS:

- reading

- writing
- listening

TECHNIQUES

- Pair work
- Group work
- Reading comprehension
- Storytelling
- Matching & gap-fill activities

RESOURCES

- Soft ball
- Whiteboard / projector
- Handouts / worksheets
- Student notebooks
- Printed story text
- Qr –code
- Tablets/Phones

ANTICIPATED PROBLEMS

Students might

- not acquire all the rules related to the Past Continuous;
- encounter difficulties in describing past actions using the past simple tense .

ACTIVITIES

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| WARM UP | |
| AIM | <ul style="list-style-type: none"> *creating a pleasant atmosphere for the English class; *helping students feel relaxed and introduce the Past Continuous structure |
| INTERACTION | <ul style="list-style-type: none"> *T – Ss *Ss - T |
| PROCEDURE | <ul style="list-style-type: none"> • *"What were you doing?" chain game. • Students toss a ball and say: "Yesterday at 6 p.m., I was [verb+ing]." <p>Next student repeats the previous sentence and adds their own.</p> |
| ESTIMATED TIME | *5/8 minutes |

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| TRANSITION TO THE NEW TOPIC | |
| AIDS | A picture |
| AIM | To arouse students' curiosity about the story |
| INTERACTION | *T – Ss |
| PROCEDURE | The students say what they see, 'I think that...', 'I wonder...', related to the image. |
| ESTIMATED TIME | 3 minutes |

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| PRESENTATION: | |
| 1. LEAD IN | |
| AIDS | |
| AIM | To introduce and highlight the contrast between Past Simple and Past Continuous through context |
| COMPETENCES | 1.1 |
| INTERACTION | T–Ss, Ss–Ss |
| PROCEDURE | <ul style="list-style-type: none"> • Teacher reads or projects the short story <i>"The Saturday"</i> |

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| | <p><i>Disaster"</i>.</p> <ul style="list-style-type: none"> • Teacher asks questions (8 total) to check understanding. • Students underline Past Simple verbs in red, Past Continuous in green. • Class discussion: Which verbs describe main actions? Which describe background actions? • Quick grammar recap: <p>Past Simple = completed actions</p> <p>Past Continuous = A.actions in progress in the past B.background actions</p> <p>C.an action that was happening when another action interrupted it</p> |
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| PRACTICE | Practice 1 |
| AIDS | Worksheet |
| AIM | To reinforce the use of the two tenses through structured exercises. |
| COMPETENCES | 3.1 |
| INTERACTION | Ss–Ss, Ss–T |
| PROCEDURE | Students have to match sentences to grammatical functions (on worksheet or slides). |
| ESTIMATED TIME | *5 minutes |
| | Practice 2 |
| AIDS | Worksheet |
| AIM | To choose the correct form of the verb Past Simple/Past Continuous |
| COMPETENCES | |
| INTERACTION | T- Ss;Ss-T |
| PROCEDURE | Students choose the correct verb form in 10 contextualized |

| | |
|----------------|--|
| | sentences |
| ESTIMATED TIME | *5 minutes |
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| PRODUCTION | |
| AIDS | Worksheets |
| AIM | To use both tenses creatively and contextually. |
| COMPETENCES | 3.1 |
| INTERACTION | Ss–Ss, T–Ss |
| PROCEDURE | <ul style="list-style-type: none"> • Sts have a fill-in-the-gap exercise – <i>"The Day My Cat Went to School"</i>. • Teacher checks students answers/Students scan a QR code and correct their answers • Students write their own story by modifying the original (change time, animal, place, and name). |
| ESTIMATED TIME | |

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|--------------------|--|
| Emotional Feedback | |
| AIMS | *getting feed-back from the Ss |
| INTERACTION | *Ss - T |
| PROCEDURE | *T asks Ss to choose the best word to describe how they feel using Mentimeter. |
| ESTIMATED TIME | *1 minute |

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| Assigning Homework | |
| AIM | * |
| INTERACTION | *T - Ss |
| PROCEDURE | <p>*Teacher gives students details about their homework</p> <p>https://www.liveworksheets.com/w/en/english-second-language-esl/2223761#google_vignette</p> |

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|----------------|-----------|
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| ESTIMATED TIME | *1 minute |

APPENDICES

Appendix 1

The Saturday Disaster

It was Saturday morning and the sun was shining brightly. I woke up at 7 a.m. and got dressed quickly. My mum was making pancakes in the kitchen, and my dad was reading the newspaper. As they were very busy, they didn't notice what I was doing. I grabbed my backpack and ran to school.

When I arrived, the gate was closed and the building was empty. Only the janitor was working in the garden. I was feeling confused. "Why is nobody here?" I asked. He looked at me and laughed.

"It's Saturday, Tom!"

Well, I was dreaming when my alarm rang!

Comprehension Questions:

1. What day of the week was it in the story?
2. What time did the boy wake up?
3. What were his parents doing while he was getting ready?
4. What did the boy do after getting dressed?
5. Why didn't his parents stop him from going to school?
6. How did the boy feel when he arrived at school?
7. What did the janitor say to the boy?
8. What was the surprising twist at the end of the story?

Grammar Focus:

- a. Find two verbs in the Past Continuous from the story.
- b. Find two verbs in the Past Simple from the story.
- c. Underline **Past Simple verbs in □ red** and **Past Continuous verbs in □ green**.

Appendix 2 – Matching Exercise

1. The sun was shining and the children were playing in the park.
2. My teacher was talking when I entered.
3. I bought a new car last year.
4. They were playing football at 6 p.m.
5. She didn't wash the dishes last night.
6. We were playing when he found a golden ring.

- A. Background action
- B. An action in progress at a specific moment in the past
- C. An action that was happening when another action interrupted it
- D. Completed action in the past

| PAST SIMPLE | PAST CONTINUOUS |
|-------------|-----------------|
| 3-D | |
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Appendix 3

Task: Underline the correct verb form in each sentence.

1. I (**was walking / walked**) to school when I (**saw / was seeing**) my best friend.
2. She (**watched / was watching**) TV while her brother (**played / was playing**) video games.
3. We (**had / were having**) dinner when the lights (**went / were going**) out.
4. They (**played / were playing**) football at 5 p.m. yesterday.
5. While I (**got dressed / was getting dressed**), my mum (**made / was making**) breakfast.
6. He (**fell / was falling**) asleep during the film.
7. The children (**ran / were running**) around the garden when it (**started / was starting**) to rain.
8. I (**heard / was hearing**) a strange noise while I (**was walking / walked**) through the forest.
9. What (**did you do / were you doing**) when I (**called / was calling**) you last night?
10. The sun (**shone / was shining**) and the birds (**sang / were singing**). It was a perfect morning.

Appendix 4 – Gap-Fill Story: “The Day My Cat Went to School”

Fill in the blanks with the following words:

didn't see, jumped out, office, Suddenly, knocking over, was getting ready, head

Text:

Yesterday morning, I _____ for school when I noticed something strange—my cat, Muffin, was sitting in my backpack! I _____ her jump in. While I was walking to school, she kept poking her head out. Everyone was staring when I entered the classroom. _____, Muffin _____ and ran straight to the principal's _____. While the teachers were chasing her, she was climbing the curtains and _____ books. I was trying not to laugh, but then she sat on the principal's _____!

Appendix 5 – Writing Prompt**Instructions:**

Write a similar story. Change:

- the time of day
- the name of the animal
- the place it goes to
- and the animal's name.

The Day My Cat Went to School

Yesterday morning, I was getting ready for school when I noticed something strange—my cat, Muffin, was sitting in my backpack! I didn't see her jump in. While I was walking to school, she kept poking her head out. Everyone was staring when I entered the classroom. Suddenly, Muffin jumped out and ran straight to the principal's office! While the teachers were chasing her, she was climbing the curtains and knocking over books. I was trying not to laugh, but then she sat on the principal's head!



QR code Checking the answers

