



# Simple Past Tense — 45-Minute Lesson Plan

## 1. Lesson Overview

**Level:** CEFR A2 / Elementary – early B1

**Duration:** 45 minutes (plus optional homework)

**Focus:** Form, meaning, and fluency practice with simple-past sentences (regular & irregular)

**Resources Needed**

Resource	Notes
Simple-Past Worksheet (Parts A–C)	Use the worksheet you just created.
Timeline slide / poster	A horizontal bar labelled <i>Yesterday</i> • <i>Last week</i> • <i>Last year</i> .
Irregular-Verb List PDF	40-verb cheat-sheet from the blog post.
Whiteboard + markers	2 colours (highlight auxiliaries).
Sticky notes or scrap paper	1 per student (exit ticket).

## 2. Learning Objectives

By the end of the lesson, students will be able to:

1. **Identify** the structure of affirmative, negative, and question forms in simple past.
2. **Produce** correct past-tense forms of 10+ high-frequency irregular verbs.
3. **Use** simple-past sentences to narrate a short real-life event.

### 3. Lesson Procedure (45 min)

Stage	Time	Teacher Actions	Student Actions
<b>A. Warm-up</b> <i>"Yesterday I..."</i> <i>circle</i>	5 min	<ul style="list-style-type: none"><li>– Model: "Yesterday I <b>watched</b> a movie."</li><li>– Pass a soft ball; prompt next student.</li></ul>	<ul style="list-style-type: none"><li>– Catch ball, share one simple-past sentence.</li><li>– Pass to next classmate.</li></ul>
<b>B. Focus on Form</b> <i>Timeline + pattern</i>	8 min	<ul style="list-style-type: none"><li>– Display timeline; elicit examples from warm-up and pin them on it.</li><li>– Write rule: <b>S + Vpast (+...)</b>; underline <i>did</i> in neg/question examples.</li><li>– Highlight <b>-ed</b> vs. irregular verbs.</li></ul>	<ul style="list-style-type: none"><li>– Suggest other time-markers (two days ago, last summer).</li><li>– Copy rule &amp; examples.</li></ul>
<b>C. Guided Practice</b> <i>Worksheet Part A (gap-fill)</i>	10 min	<ul style="list-style-type: none"><li>– Pair students; monitor and clarify irregular forms.</li></ul>	<ul style="list-style-type: none"><li>– Complete 10 sentences; check with partner.</li><li>– Peer-check answers on projected key.</li></ul>
<b>D. Language Activation</b> <i>Detective Game</i>	12 min	<ul style="list-style-type: none"><li>– Give each pair 2 irregular verbs from Part C.</li><li>– Explain: "Write a <b>3-sentence</b> alibi story using both verbs."</li><li>– Circulate, prompt corrections.</li></ul>	<ul style="list-style-type: none"><li>– Draft mini-stories ("I <b>drove</b> to the beach, then <b>ate</b> tacos...")</li><li>– Read to another pair; classmates guess the verbs.</li></ul>
<b>E. Error Hot-Seat</b>	5 min	<ul style="list-style-type: none"><li>– Collect 3–4 sentences with mistakes on board (anonymously).</li><li>– Whole class corrects them.</li></ul>	<ul style="list-style-type: none"><li>– Identify and correct errors ("didn't went → didn't <b>go</b>").</li></ul>

<b>F. Exit Ticket</b>	5 min	– Distribute sticky notes; prompt: “Write one thing you <b>did</b> last weekend.” – Collect on door for review.	– Write sentence; stick note on exit.
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## 4. Differentiation & Extension

- **Fast finishers:** Give them a third irregular verb to weave into their detective story.
- **Support:** Provide a mini irregular-verb table on each desk; allow L1 translation for tricky verbs.
- **Homework (optional):** Complete Worksheet Parts B & C; prepare to share one new past-tense anecdote in the next class.

## 5. Assessment & Reflection

Aspect	Tool	Criteria
Form accuracy	Worksheet Parts A–C	≥ 80 % correct answers.
Fluency	Detective story performance	Uses past-tense verbs without prompting; story sequence logical.
Self-reflection	Exit ticket	Correct verb form + time marker.

*Teacher Note:* Review sticky-note sentences before next lesson; recycle any common errors in a starter activity.