



10 Lesson Plans



www.teflscotland.co.uk



www.teflengland.co.uk



www.teflwales.co.uk



www.teffcoursesireland.ie

10 lesson plans

You may have seen one or two of these from your weekend TEFL course, the lesson plans will help you think about your lesson structure and the kind of activities you can include in your lessons.

The lessons are also set up so you can change themes or activities.

Top Tips

1. Don't forget to feedback after activities, sometimes this will help show understanding and sometimes it is just to round off an activity
2. When setting up an activity try to give an example to reduce the amount of instruction.
3. It can help your lessons flow if you add consistency by letting a theme run through the lesson. Don't do this for the sake of it though, if the theme hasn't got the legs it could get boring.
4. For some free practices you might need you to lead-in and give an example first to help generate some ideas.
5. Always monitor activities either to correct in controlled practices or judge pace in a free practice.

10 lesson plans

Aims: Offers and requests

Level: Elementary

Target Language:

Would you like a/some..., I'd like, Can I have...

Yes, please. No, thanks.

Analysis: Some nouns are countable, they can appear in singular or plural forms e.g. apple, apples. Others are not so simple e.g. coffee, bread, curry powder. These are mass nouns and we can't normally say "a bread" or "a curry powder".

Unfortunately for teachers, you can say "a coffee" but this is a different meaning from "some coffee" (i.e. a cup of...). To get around this it can be a good idea to teach accompanying phrases such as "a loaf of..." "a cup of..." etc.

Lead in

1. Start by selecting about 12 items of food / drink, 6 countable and 6 mass.
2. Use pictures, realia, mime etc to elicit these items
3. Use board or other cues to allow students to sort out countable and mass nouns.
4. Elicit measures of mass nouns e.g. loaf / loaves of

Presentation

5. Elicit: I'd like a.../ some..., Can I have...?
6. Model and drill this, at first from teacher's model, then pointing at items on board, e.g. I'd like a pizza, please...some coffee, please...some apples please
7. Elicit: Would you like a.../ some... Yes, please / No, thanks
8. Drill

Controlled practice

9. Teacher controlled Q & A. Get named students to offer and accept/refuse
10. Write a gap fill of between 5 and 10 sentences, students need to place the target language into the gaps.
11. Don't forget to feedback

Free practice

12. Tell students that you want to cook your favourite recipe this evening and elicit the ingredients. Pretend to be the shop keeper and get students to ask for the ingredients. Then put students into pairs SS and get them to discuss a favourite recipe for each of them and the ingredients involved. Pairs then take it in turns to be customer and shop keeper asking for ingredients for their recipe.
13. Don't forget to feedback.

10 lesson plans

Aims: Present continuous

Level: Elementary

Target Language:

I am ...ing, What are you ... ing (now/at the moment)

Analysis: Assume the learners know the verb 'to be'. The structure is therefore simple, but there are a limited number of 'real' situations, i.e. limited to 'now', in which this structure can be practised. So make sure you choose some practice situations, e.g. A role play telephone conversation, a large picture with people doing things, an imagination game e.g. looking out of the window, a miming game, a memory game. Some are controlled and some of these are freer.

Lead in

1. Elicit some actions using mime, or pictures or questions
2. Put some up on the board

Presentation

3. Elicit the structure (not forgetting the question form), and model and drill it, Get the students to use examples you have on the board to drill further. Write some examples on the board to highlight the form. Underlining the auxiliary verb and the 'ing'

Controlled practice

4. In open pairs do a mime or hold up a picture of an activity and get students to ask *What is he doing?* And another student gives the response.
5. Correct where necessary. Don't forget give students a chance to self-correct/peer correct first.

Free practice

6. Set up a freer practice activity, perhaps some closed pair work. There are some ideas above or use your own. Why not try a conversation in pairs, students pretend they are on holiday and they have to describe to their friend what everyone else is doing right now.
7. Monitor and feedback.

10 lesson plans

Aims: Prepositions of place

Level: Beginner

Target Language:

in, on, under, next to, where is..?

Analysis: A preposition usually goes before a noun often to show where things are in relation to each other. You will need to make sure you show the students where in the sentence the preposition goes. Careful to keep your teacher talking time down and make sure you only use language that students will understand.

Lead in

1. Show two common classroom items and ask what they are (Pen, chair, bag etc.). Get students to think up and list as many classroom items as possible within 1 minute.
2. Feedback (only write up the items that can be moved on, in or under, next to each other)

Presentation

3. Put a pencil on top of a chair and elicit the target structure by asking "Where is the (pencil)?" Continue using other items and prepositions.
4. Drill the structure once you have elicited and/or modelled it. Elicit the question form and drill this.
5. Don't forget to write the target language on the board.

Controlled practice

5. Set up pair work. Students use a pen, chair etc. to position the items and ask and answer questions. Demonstrate by doing it with a student first or get a pair to demonstrate.
6. Feedback and write-up some of the examples.

Free practice

7. It will be quite difficult for you to do a free practice at this level, but you could try to get students to describe where certain things (TV, chair, etc) are in their living room at home. You would need to generate some ideas first, perhaps do your own living room first and students ask *Where is the TV?* etc
8. Feedback from your activity by asking what they found out about their partner's living room.

10 lesson plans

Aims: “going to” to express future plans

Level: Pre-intermediate

Target Language:

I am going to + verb

Are you going to ?

Analysis: Not to be confused with “I am going to the cinema.” - ‘going to’ has a verb after it not a noun. It is used to express intentions or plans in the future (near or far), and is perhaps a less firm plan than “I am going to Sri Lanka next week”. You will also need to focus on the form, to make sure it doesn’t get confused with the present continuous (I am going to the cinema). Assume students know the verb ‘to be’ and how it conjugates.

Lead in

1. Tell the students you have some exciting plans tonight, students need to guess what they are. Elicit the 2 or 3 that you have planned and write the verbs up, e.g. visit a friend, watch a movie.

Presentation

2. Elicit target structure like this: “How do I say what my plans are this evening? Tonight, I....” (point to one of the activities on the board). You may get a variety of responses before ‘going to’ remember, if the students don’t know ‘going to’, you will have to tell them.

3. Drill the structure once you have elicited it. Elicit question form and drill this.

4. Write examples of the ‘going to’ and the question form on the board to highlight form.

Perhaps use a structure table?

Controlled practice

5. Set up open pair activity, throw a teddy bear around. Students take it in turns to use their own ideas or ones from the board to ask and answer questions. Demonstrate by doing it with a student first.

6. Correct where necessary.

Free practice

7. Give each student a destination for next year’s holiday. Give them a few moments to think of activities they would like to do. In pairs, they interview each other on their plans for next year’s holiday, sightseeing, activities etc. Again, it would be a good idea to do this as a class first with you being asked by the students, this gives students ideas to talk about and also shows what the students have to do.

10 lesson plans

Aims: Giving advice

Level: Intermediate

Target Language:

You should + verb, Why don't you + verb, Try + ...ing, If I were you, I'd + verb

Analysis: As you can see, there are many ways of fulfilling this function, so asking even intermediate learners to remember them all accurately would be too much, even though they would be familiar with some of the structures. The best thing to do is to get them on the board and provide situations/problems for the learners to practise using them. When teaching a function, focus on the use of the language rather than its structure.

Lead in

1. Use mime, visuals etc to explain / elicit a situation/problem e.g. I am going on holiday to Africa and I have no idea what to take with me.
2. Elicit advice/ideas.

Presentation

3. Use the ideas to elicit the target language by asking for phrases to express the advice.
4. Model and drill each structure as it arises, and then write it on the board. You may be given quite a variety of phrases other than your target language ,so just ask for other ones and write up only your target language, you may need to tell them or give them hints.

Controlled practice

5. Hand out (or display) a matching exercise. Do one or two with the whole class, then get learners to work individually, matching the problems and solutions.

Free practice

6. Give students problems! (My car won't start etc) You may want to keep the same theme of holiday (or whatever your initial problem was) running through the lesson, but only if it's practical to do so. Student 1 explains their problem, Student 2 gives advice, then change roles.
7. Feedback.

You can vary the activities to have a bit more fun by giving students characters from history and making one student in each pair an agony aunt. You can also swap problems around pairs so they have something new to talk about, if you have time.

10 lesson plans

Aims: Past simple (regular)

Level: Elementary

Target Language:

Verb + ed. Did + subject + verb? Yes, I did. No, I didn't.

Analysis: The structure is straightforward, but there are a lot of irregular verbs, e.g. go – went, buy – bought, see – saw, and some irregularities in spelling and pronunciation e.g. visit – visited (id), like - liked (t), play – played (d), didn't. Assume that students know the verbs in the present. Students would just have to learn the regular and irregular forms, and is better to give verbs for homework to learn. Here we want to focus on just how we form sentences and questions and the pronunciation of *ed* endings. So, we will keep to just the regular verbs in this lesson.

Lead in

1. Elicit your list of daily routine regular verbs (wash, cook, work, play etc.) onto the board using mime, pictures etc these should be words that students already know.

Presentation

2. Elicit the past tense forms e.g. "Yesterday I ... ", don't write them up yet, but drill them so that the students have to remember them.
3. Focus on the pronunciation of the *ed* sounds, /d/, /id/, /t/ E.g. Yesterday I played /d/... or Yesterday, I visited /id/... or Yesterday, I washed /t/...
4. Write up the past forms on the board.
5. Elicit the question form, model and drill it.
6. Write the question form on the board.

Controlled practice

6. In open pairs get students to ask and answer using the verbs on the board. You ask the first one, the first student answers. They then ask another student and so on.

Free practice

7. You could do closed pairs where each has to find out what they did yesterday, you could extend this with other scenarios if there is time.
8. Feedback on what they found out about their partner.

10 lesson plans

10 lesson plans

Aims: 'Can' to express ability

Level: Elementary

Target Language: I can + verb, I can't + verb, Can you...?

Analysis: The modal verb "can" is easy for learners, the concept is simple and there are no inflections. Pronunciation, however, can cause some difficulties, in some parts of the UK, the positive (indicative) and question forms (interrogative), the vowel sound is unstressed /ə/, in the negative the vowel is lengthened as in "car", and in the short answers the modal is stressed, as in "can" of beans. You will therefore need to drill for pronunciation if appropriate to your accent.

Preparation. Think of ways to elicit a sentence "I can't...". There are some suggestions in the teacher's notes of the textbook, but be careful because the authors have decided to simply present the structure up front, without eliciting. We would like you to elicit. Next think up a list of about 10 everyday activities that depend on ability or skill, to generate lots of practice. You might like to draw little pictures to represent these - there are lots of ideas in the book.

Lead in

1. Use your pictures or mime to elicit all the activities e.g. swim, ride a horse, drive etc. Assume that the students know most of them from earlier lessons. Make sure they are on the board as words or pictures for the next stage.

Presentation

2. Elicit "I can..." Drill this using some of the verbs. Elicit "I can't...". and drill again. Highlight the sound change, using the board.
3. Elicit the question form, and drill this with short answers. (Yes, I can, No, I can't)
4. Put the form on the board of everything you have elicited so far on the board.

Controlled practice

4. Conduct a controlled question and answer drill around the class e.g. "Mary ask George" (teacher points to an action).
5. Move into pair work. Students ask and answer questions from the board. Get students to note down their partner's answers.
6. Feedback

Free practice

7. Get SS to write down some unusual things they can do.
8. Set up milling activity e.g. "Find someone who can do some of the things on your list." There is ample scope for reporting back on this activity e.g. "Mary can't play the guitar, but she can play the violin".

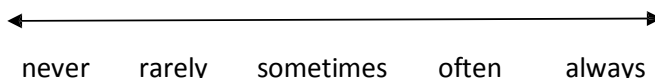
10 lesson plans

Aims Adverbs of frequency

Level Pre-Intermediate

Target Language: Never, rarely, sometimes, often, always. How often do you?

Analysis: The concept is very simple here. For Pre-intermediate, frequency is best practised using the present simple (expressing habits and routines is a good idea), and we can assume that they are already familiar with this, but will make mistakes, for example with questions and with the 3rd person singular.



Lead in

1. Elicit using mime or pictures things you do every week/day, ask the students what they do, ask them if they do these things every day/week. "Do you play football every Monday?" Etc

Presentation

2. Start with 'never' and 'always' at 2 ends of a scale on the board. Elicit what they mean, and which means the most / least frequent. Ask for examples from the students about what they always or never do.
3. Put the other adverbs on the board and get pairs to sort the adverbs into order of frequency and then feedback.
4. Drill the words for pronunciation - don't forget to model first.
5. Elicit a sentence like "I play football on Saturdays" and get students to say where the adverb goes. And drill the sentence with the adverb in it.
6. Elicit the Q "How often...?" and drill this.
7. Write the question and an example response on the board to show where the adverbs are placed in the sentence.

Controlled practice

8. Jumbled sentences, give students exercise with sentences jumbled up and in pairs students need to put the sentences in the right order. This will check form of adverbs and question form.
9. Feedback
10. Try a few open pairs using ideas from the board, students ask and answer one at a time across the room.

Free practice

11. You will want to continue with the theme of habits and routines. In closed pairs, get students to interview each other. You could always assign characters to make it more interesting.

10 lesson plans

Aims: Past continuous

Level: Intermediate

Target Language: I was ___ ing, What were you doing...?

Analysis: The past continuous is used to express an activity in progress at a given point in the past. The form is quite simple but students may get confused when to use this tense and when to use past simple (I saw, went, visited etc.).

Lead in

1. Tell a story of a crime by eliciting using pictures.

Presentation

2. Ask questions about the story including some in the past continuous (E.g what was she doing at 6pm? Where were they driving to? Etc), model an example and then drill it. Use timelines to display one of the past continuous actions and one of the past simple actions, e.g. "I was driving along the road when a deer ran out."

3. Write an example question and answer on the board to highlight form. (E.g. What were they doing?)

Controlled practice

4. Prepare sentences for a hand out to check understanding of the difference between past simple and past continuous. E.g. At 10pm, I was eating my dinner/ate my dinner when the phone was ringing/phone rang.. Students have to choose the right one and justify their choice.

5. Open pairs students ask / answer questions. "What were you doing at 10pm last night?" "I was playing music."

Free practice

5. Set up an 'alibi' game along the lines of Cluedo. Give each student a paper with their name, place, action and who they were with, e.g. Miss White, Kitchen, making dinner, with Dr Green). Dr Green's paper would be the same, he was with Miss White in the Kitchen making dinner. One alibi will not correspond and therefore will not have an alibi. The only way of finding out who does not have an alibi is by asking every student in the room.

Eventually, the students will work out that one character's alibi doesn't fit and he was the murderer/culprit.

6. Feedback on about the students' characters and how they discovered the culprit.

7. Before you do this activity, you will need to set the scene, the crime, the place and time etc.

10 lesson plans

10 lesson plans

Aims: Present Perfect

Level: Intermediate

Target Language: I have done/visited/seen, Have you done/visited/seen...?

Analysis: It is important to use the PRESENT PERFECT (have/has + past participle) when talking about past experiences in general. When we are talking about a specific time in the past, we use the past simple (Yesterday/Last week/In 1987 I did/visited/saw etc). You should present and provide controlled practice for the present perfect, although the past simple may come into freer practice. You can assume that students have already studied and are familiar with the past simple.

Preparation. Think up a list of past experiences to help you elicit the target structure from students. You could use pictures or objects to suggest past experiences (E.g. A pair of sunglasses to suggest a holiday) and involve the students more during presentation.

Lead in

1. Display visual/ flashcards/realia to elicit some of your past experiences. Ask the students about their past experiences.

Presentation

2. Elicit the response and drill for pronunciation. "I have been scuba diving."

3. Elicit the question, "Have you been...?"

4. Put the form onto the board and underline the form.

5. Using examples from the board ask more *Have you* questions and then choose one response and ask *When?* The student should change tense, e.g. T: Have you been to Scotland? S: Yes, I have T: When? S: I went to Scotland in 2003.

6. Write the response on the board and ask students to say what the difference between *I have been to Scotland* and *I went to Scotland in 2003* is.

7. You need to focus here on when we use present perfect (time not known or referred to) and past simple (time is referred to)

Controlled practice

5. Prepare an activity with sentences where students have to choose the present perfect or past simple, e.g. I have eaten/ate octopus in 2006.

9. Do the first as a class and discuss why the answer is *I ate*. Then students finish in pairs

10. Get students to feedback answers and justify answers.

Freer practice

8. Find someone who... Milling activity using a Have you ever...? Ask students to get more information about when and with whom. This should elicit past simple and mean that students have to use both tenses.

9. Feedback what the students found out.