
English language example lesson plans

Selected entries from the
Trinity College London Lesson Plan Competition at the
British Council and English and Foreign Languages University's
3rd International Teacher Educator Conference
Hyderabad, India, March 2013

In partnership with

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Introduction

About us

Trinity College London is an international exam board with a rich cultural heritage and over 70 years' experience in assessing English language proficiency. Recognised by regulatory authorities, our English language qualifications are widely accepted as robust evidence of English language proficiency. We have a range of qualifications for teachers and learners and details of these are described on our website www.trinitycollege.co.uk

Trinity at TEC 2013

Trinity is proud to be a leading supporter of the International Teacher Educator Conferences (TEC) hosted annually by the British Council in Hyderabad, India. Over 1,300 teachers from 22 countries attended the Conference in 2013 and a number of our academic staff presented papers and held workshops on topics of interest to teachers in the region.

The Trinity English language lesson plan competition

In the weeks preceding the 2013 Conference we worked in partnership with the British Council to promote a Trinity Lesson Plan Competition, inviting delegates to submit their ideas for teaching English language in the classroom. The competition proved to be a great success and we had entries from teachers all around India and the region.

Our Teacher Development Panel reviewed submissions and selected a winning entry which was announced on the last day of the conference. A further 19 lesson plans were selected for their diversity to share among teachers via this compilation booklet. You will find the winning entry first, then the lesson plans are grouped by the skill area the lesson focuses on.

'We are delighted to be able to promote the sharing of teaching activities and ideas among practitioners in this way.'

*Julian Kenny,
Head of Teacher Development, Trinity College London*

Note: The lesson plans contained in this document represent a selection of ideas submitted by teachers for the purpose of competition entry and sharing among peers. Publication of this selection is intended to inspire teachers to develop their own interactive classroom plans for developing communicative skills in English. They are intended to give you some ideas for interactive teaching. They are not required for any exam preparation.

Lesson overview (winning entry)

Lesson name: **Past continuous yoga**

Skill focus: **Integrated skills**

Teacher name: **Aditya Rajan**

Organisation/school name: Deloitte Consulting India Pvt Ltd

Target students: Ages 8-12, CEFR A2 level

Materials used in class: Large clock, worksheet with a clock face, whiteboard, whiteboard markers

Lesson plan

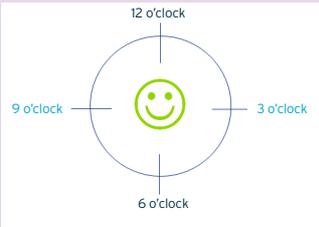
1. Objective of the lesson:

- ▶ Use the past continuous to talk about actions in progress at a point in time in the past

2. Instructions for teaching the lesson:

- ▶ You will need open carpeted space
- ▶ Research various asanas (body positions associated with yoga) on YouTube

Stage	Instructions	Timings
Lead-in	<ul style="list-style-type: none"> ▶ Ask students what they know about yoga and asanas. Inform students that asanas are named after animals and plants. ▶ Assign the words 'Cobra', 'Frog', 'Lion', 'Lotus' and 'Tree' to students and ask them to form groups in 10 seconds. ▶ Divide the groups across the room. Ask groups to figure out what the asana associated with their group name might look like. Demonstrate a simple pose. ▶ Ask students to show you their poses. Teach them the actual asana and ask them to practise. ▶ Call attention and challenge groups to stay in their yoga pose for one minute without moving. ▶ Call time and praise everyone for doing well. 	10 mins
Highlight target language	<ul style="list-style-type: none"> ▶ Ask students to describe their asanas. ▶ Re-frame responses and ask 'you are standing' or 'you were standing'? Elicit <i>were</i>. 	5 mins
Meaning	<p>Ask students what they were doing at 2.00pm (use appropriate time). Elicit 'We were doing yoga.'</p> <div style="text-align: center;">  <p>The diagram illustrates a timeline for a yoga session. At the top, there is a small illustration of a person in a yoga pose (Lotus). Below this, a wavy line represents the duration of the session. A vertical line is drawn at a point labeled '2.05pm', and another vertical line is drawn at a point labeled 'Now'. This visualizes the concept of an action in progress at a specific time in the past.</p> </div> <p>Ask concept check questions (CCQs):</p> <ul style="list-style-type: none"> ▶ Did you start doing yoga before 2.05pm? Yes. ▶ Were you still doing yoga after 2.05pm? Yes. ▶ Are you still doing yoga? No. 	5 mins

Stage	Instructions	Timings
Pronunciation	Drill marker sentences focusing on the pronunciation of 'w'.	5 mins
Form	Board marker sentences. Use substitution table to show change in <i>was/were</i> . Highlight <i>verb + ing</i> . Highlight negative and interrogative forms.	5 mins
Pair activity	<p>Put students in pairs. Distribute a worksheet with the clock (as below) and ask them to discover what their partner was doing yesterday at the times shown and make notes. Put students in new pairs and ask them to repeat the task.</p> 	10 mins
Writing exercise	Ask students to work individually to write four sentences about what their partners were doing yesterday. Monitor and correct.	10 mins

Lesson overview

Name of lesson plan activity: **Let's talk**

Skill focus: **Integrated skills**

Teacher name: **Paresh Pandya**

Organisation/school name: Azim Premji Foundation

Target students: 11-year-olds where the classroom is the only place where they are exposed to the target language

Materials used in class: Lots of pictures

Lesson plan

1. Objective of the lesson:

- ▶ The learners begin to use the target language to compare things/objects/living things
- ▶ Learners will be able to describe a place/thing in the target language

2. Instructions for teaching the lesson:

- ▶ Use first language and English if the learners are not comfortable with English
- ▶ Farms and animals are used for context, which can be replaced with another context
- ▶ The focus is on the oral work – don't ask the learners to write in their books

3. Stages and timings:

Stage 1 (5 mins)

Warm up activity: the recitation of the rhyme: 'Old MacDonald had a farm'. Later MacDonald will be replaced by 'Laxmanchacha had a farm, EE – I – EE – I – O', and the poem will have animals and birds like cows, dogs, buffalo, parrots, oxen etc. Then the learners will be asked to say which common animals or birds are on their farm and Laxmanchacha's farm.

Stage 2 (8 mins)

The teacher will show the picture of two cows (one is the learners' cow and other is Laxmanchacha's cow) and form the sentence: my cow is taller than Laxmanchacha's cow. The same is done with all the common animals and birds found in both the farms like dogs, buffalo, parrots, etc.

Stage 3 (10 mins)

Classroom situation: Two learners will volunteer to come forward, for example Mohan and Smita. Sentences are framed by the teacher to expose the learners to the target language: 'Mohan is older than Smita', 'Smita is taller than Mohan', 'Mohan runs faster than Smita', 'Smita is healthier than Mohan' etc. This will be done five times or more as needed.

Another pair of volunteers will be on the stage and the teacher will ask some questions to the class: 'Who is shorter between Anil and Sunil?', 'Who is older between Anil and Sunil?', 'Who is more active between Anil and Sunil?', 'Who is lazier between Anil and Sunil?'. Try to get answers from the class by helping them.

Stage 4 (12 mins)

The class is divided into pairs and each pair has to come up with two sentences comparing each other and each pair comes forward and shares their set of sentences so each learner will say a sentence.

Stage 5 (10 mins)

Some cards will be shown with the picture of two objects on it, so that the learners can compare the two objects and form the sentence on their own and say it to the class. For example, dog A is more beautiful than dog B, house A is cleaner than house B, etc.

Stage 6 (5 mins)

The teacher will display five pictures in front of the class and she or he will speak for one minute about any picture and the learners will identify the picture after listening to a description from the teacher. This can be done in groups as well.

Stage 7 (5 mins)

The class will form groups of four and each group will have a picture to talk about. They will discuss within the groups and present to the whole class at the end. They will hold the picture and describe it to the class.

Lesson overview

Lesson name: **Congratulating someone**

Skill focus: **Speaking**

Teacher name: **Prasanta Borthakur**

Organisation/school name: Auni Atia Hemchandra Dev higher secondary school, Amguri, Assam

Target students: Ages 14-15, intermediate level

Materials used in class: Mask, role cards

Lesson plan

1. By the end of this lesson students will be able to:

- ▶ Use simple questions using *wh-* words to elicit answers
- ▶ Use appreciation words like: Excellent! Well done! Keep it up!
- ▶ Know how to interview
- ▶ Improve English speaking skill

2. Instructions for teaching the lesson:

Stage 1

- ▶ Introduce the lesson
- ▶ Encourage students to come up with model interview questions

Stage 2

- ▶ Make pairs: A and B
- ▶ A acts as interviewee and B plays a reporter
- ▶ Ask questions based on model questions in Stage 1

Stage 3

- ▶ Make groups of three
- ▶ Prepare role cards
- ▶ Change roles after each interaction

3. Stages and timings:

Stage 1 (5 mins): Lead-in

The teacher says:

You must have won medals in games, music or drama. Did your friends congratulate you? What did they say? (Congratulations! Well done! etc.)

Imagine you are reporters from the *Assam Tribune*. I am Raju. I came first in the class 10 board exam.

How will you congratulate me? What questions will you ask Raju?

Probable questions:

- ▶ How do you feel now?
- ▶ Who would you like to thank?
- ▶ What will you study next?

Stage 2 (10 mins): Taking the interview

Tell the students to form pairs (A and B). A will play the role of Raju and B will be a reporter. The reporter will ask questions about Raju's performance and Raju will answer. Tell participants to recall the questions they asked the teacher. The next time, A becomes the reporter and B plays Raju. Monitor and help.

Stage 3 (30 mins): Practice

Divide the students into groups of three. Name participants in each group A, B and C. A will be Raju while B and C will be Anil and Biraj, friends of Raju. They come to Raju and enquire about the interview taken. Tell them to prepare role cards on the questions they are going to ask Raju. When A plays the role of Raju, B and C play the role of his friends. When it is over, B plays the role of Raju and A and C play his friends. The process continues until the last member plays the role of Raju. Give them 10 mins to prepare the role cards.

Possible questions:

- ▶ How did the interview go?
- ▶ Which paper did the reporter represent?
- ▶ What did you say?

Homework: ask learners to bring some paper cuttings of face-to-face interviews published in a newspaper or magazine.

Lesson overview

Name of lesson plan activity: **Introducing yourself**

Skill focus: **Speaking**

Teacher name: **Shruti Fernandez**

Organisation/school name: Cambridge University Press, India Pvt Ltd

Target students: Young learners (primary level)

Materials used in class: Writing board and pen

Lesson plan

1. Objective of the lesson:

The lesson aims to help learners introduce themselves in English.

2. Instructions for teaching the lesson:

Step 1

Introduce yourself to the class, pausing after each phrase. For example: I am Shruti Fernandez. I am a teacher. I am 26 years old. I am from Kerala. I love making paper boats.

Step 2

Introduce yourself again, once again pausing after each phrase. Write down each sentence on the board.

Step 3

Encourage the students to introduce themselves. They can use the phrases on the board as a model.

Step 4

Once they have all introduced themselves, they can change details like name, age, nationality etc. and introduce themselves as fictional characters. They may make up these details as they wish. Encourage them to be funny. For example: I am Cinderella. I am 16 years old. I love fairy godmothers.

3. Stages and timings:

Stage 1 (5 mins)

Teacher introduces himself/herself.

Stage 2 (5 mins)

Teacher writes the expressions used on the board and introduces himself/herself again.

Stage 3 (20 minutes)

Learners introduce themselves.

Stage 4 (30 mins)

Learners create fake identities for themselves and then introduce themselves.

Lesson overview

Name of lesson plan activity: **Teaching communicative spoken English skills**

Skill focus: **Speaking**

Teacher name: **Geeta Gujral**

Organisation/school name: Delhi Public School International, New Delhi

Target students: 18 students, grade 3

Materials used in class: Story book and regular stationary, placards of the characters/objects in the book

Lesson plan

1. Objectives of the lesson:

- ▶ Teaching communicative spoken English skills
- ▶ Students with a variety of learning preferences (visual, reading and writing, kinesthetic and aural) are taught English language as per their learning styles
- ▶ Group activity, individual activity and working in pairs
- ▶ Reading, writing, speaking and listening skills go hand in hand as all these form the basis of any language learning process
- ▶ Vocabulary building

2. Instructions for teaching the lesson:

Stage 1 (35 minutes, 1 period)

A paragraph or a story is read out – for example, 'The Three Little Pigs'. If the story is read then the pictures have to be shown – or if preferred a PowerPoint presentation can be structured with dialogues.

Story mapping by the children: characters, plot, etc. (discussion/use of board for writing thoughts while mind-mapping). Individual activity leading to the understanding of the components of the story.

Students take turns to be on the hot seat to be one of the characters from the story, for example, the wolf. The other students ask them questions related to the character.

Stage 2 (2 periods of 35 minutes each)

Police interview with the big bad wolf. The students think of two questions and work in pairs in a role play.

A child is shown a character/object from a book to enact (miming it). The other children have to guess who this character is, and explain their reasoning as to why they thought it was a particular character or a particular object. It could even be the straw house. How does it feel when it is blown away? Each student gets a chance. Accept, reject or modify the statement – for example, 'The three pigs made a mistake by making three different houses. Do you agree? Why?'

For higher classes this can be followed by a debate.

Stage 3 (2 periods of 35 minutes each)

The children narrate the story from the point of view of the wolf/pigs. Then they do a group activity, where two groups are formed. Similies/homophones will be introduced during the discussion. Students are then asked to write a paragraph/story. They can then write about a time when they were brave and displayed courage.

Stage 4 (1 period of 35 minutes)

Choral recitation related to the animals/courage. The story will be given to the students to learn from home.

Picture dictation by the teacher, restructuring the characters/plot of the story. The students will draw while the teacher speaks and repeats twice. About six instructions in all, for example, in the field on the right hand top corner of a sheet of paper draw a wolf hiding behind a tree.

3. Stages and timings:

Total time allotted is six periods of 35 minutes each.

Lesson overview

Name of lesson plan activity: **Teaching speaking**

Skill focus: **Speaking**

Teacher name: **Basheer Ahmed Hamood Mufleh**

(from Yemen, currently doing MA in English at EFL University, Hyderabad)

Organisation/school name: EFL University, Hyderabad

Target students: Teenagers, intermediate level

Materials used in class: Pre-prepared text of a conversation about weddings in Japan, talking about customs regarding wedding clothes, party and place

Lesson plan

1. Objective of the lesson:

To give a students a chance to speak about weddings using English as much as they can. This lesson plan is designed to minimise Teacher Talking Time (TTT) and maximise Student Talking Time (STT). This leads to a student-centred class.

2. Instructions for teaching the lesson:

First, divide the class into groups, preferably three in every group. To make the class student-centred, interact with students only when necessary. Let every group member interact with each other and keep checking every now and then to make sure they have not changed the topic. Also, time every activity – otherwise the class could become bored as students hate to wait for the next step or they could start talking about something else.

Warm up the class

Ask the students general questions for a smooth move to the topic. Since the topic is about weddings, you can ask questions like these:

- ▶ What do you think is the best age to get married?
- ▶ What do you think about arranged marriage?

Personalise the lesson

This step makes the lesson more interesting. Since the topic is about wedding customs in Japan, the students would find it awkward in the beginning.

Ask the students to plan a wedding in their groups: give them questions like these as a key:

- ▶ Whose wedding is it?
- ▶ Where is it taking place?
- ▶ Who is attending?
- ▶ What food? What clothes? What music? What's special about this wedding?

Pre-teach new vocabulary

Since the conversation is about weddings in Japan there would be words, phrases and customs the students might not know. Here is a good way for pre-teaching vocabulary:

- ▶ Scan the pre-prepared text of the conversation and write the words your students might not know on the board
- ▶ The students discuss the words in their groups
- ▶ Check the words with the students

Practice

- ▶ Students stand up in two lines facing each other
- ▶ They role-play the conversation, with you changing the student's positions
- ▶ Control: the students read the conversation from the books
- ▶ Semi-control: Students in one of the lines close their books
- ▶ Free: they close their books, asking and answering freely

Production (Freer practice)

For more speaking practice, you can ask them these questions:

- ▶ Tell your partners about the last wedding you went to
- ▶ Tell your partners about the wedding customs you like and those you don't like
- ▶ Which do you like more now, weddings in Japan or where you come from? Why?

3. Stages and timings:

Stage 1 (10 minutes): Warm up the class

Stage 2 (10 mins): Personalise the lesson

Stage 3 (10 mins max): Pre-teach the new vocabulary

Stage 4 (20 mins): Practice

- ▶ Control
- ▶ Semi-control
- ▶ Free

Stage 5: Production (Freer practice) (10 minutes)

Lesson overview

Name of lesson plan activity: **Preparing a news bulletin**

Skill focus: **Speaking**

Teacher name: **Dr Nitya Rani Rao**

Organisation/school name: Freelance Trainer at 2 Enrich Consulting

Target students: Students of a general English or proficiency course in English around 15 students of a tutorial class (with an ability level of CEFR B2)

Materials used in class: One news bulletin of two or three minutes duration from any popular news channel or the internet, overhead projector/whiteboard and markers, flip chart/chart papers and markers and pins to display

Lesson plan

1. Objective of the lesson:

The activity will raise students' awareness of the spoken form, and give them hands-on experience using formal and informal varieties of spoken English. In groups they will prepare and present a two minute news bulletin which will stimulate a great deal of peer interaction which will include a brainstorming session to decide on what should be included in the two minute bulletin. The group will choose a news reader to present. The group prepares a draft bulletin and a final one to transfer on to a flip chart.

The students will practise the presentation which will focus mainly on the spoken skill, other skills will also be employed.

2. Instructions for teaching the lesson:

Stage 1: The teacher explains what a news bulletin is

A news bulletin is a short news announcement of an ongoing news story/newsflash for immediate publication or broadcast.

A two minute film clip of a news bulletin should be played (the sample can be from a popular news channel) to give real world experience focusing on the spoken form. The teacher briefly discusses the bulletin with possible varieties of speech. Differences between formal spoken and formal written language are drawn out. Conversational language between the news reporter and the interviewee and the informal language of the interviewees is explained.

The teacher makes a student read the text of the same sample bulletin so that the students can prepare a similar one. (Sources such as BBC One Minute World News/Euro News could be used).

Stage 2: Teacher does group activity

The class works in groups of five.

The news bulletin will require a news reader, a reporter and an on-the-spot reporter and two interviewees (five). The teacher may present three current topics, students to brainstorm for three minutes on the topic and come up with ideas and the roles as above.

Ideas to be noted on blackboard or flip chart. Keywords to be organised and pronounced by the teacher. Put the ideas in a sequence. List contractions of written words in speech. This is done in groups with the teacher going around.

A two or three minute bulletin is scripted and edited. The teacher gives examples to show the difference in voice quality for news presentations. The students could practise it with voice modulation before presenting it to the class.

Stage 3: Teacher gets each group to present

Each group will present the news bulletin for two or three minutes with the modulated voice of a broadcaster.

Stage 4: Teacher gives feedback

The teacher comments on each group's performance (for not more than a minute). Peers are also encouraged to give feedback.

Wrap up and follow-up activity: Students listen to two news bulletins and consciously note the differences in the spoken form and the written form and report in the next session.

3. Stages and timings:

Stage 1: 10 mins

Stage 2: 15 mins

Stage 3: 6-8 mins

Stage 4: 7-9 mins

Lesson overview

Name of lesson plan activity: **Developing speaking skills in learners**

Skill focus: **Speaking**

Teacher name: **Bhupinder Singh**

Organisation/school name: Government Boys Senior Secondary School, Lalpani, Shimla (Himachal Pradesh)

Target students: Intermediate level, 16 to 18-year-olds who understand the basic structure of the English language

Materials used in class: Blackboard, handouts for reference

Lesson plan

1. Objective of the lesson:

- ▶ Developing fluency
- ▶ Expressing points of view
- ▶ Showing intentions
- ▶ Tone modifications
- ▶ Active participation of group

Topic: Exposure to Western culture is doing more harm than good to India

Time : 45 minutes

Lesson

Stages	Teacher activity	Rationale	Student activity	Problems anticipated	Time	Materials /aids
1.	The teacher will bring learners to the topic indirectly through an introductory motivational talk.	To draw/arouse learners curiosity and draw their attention towards the skill.	They will be listening to the talk.	Initially there could be some difficulty in becoming familiar with the teacher's tone/pitch.	2-3 mins	
2.	Teacher will engage the learners in a brainstorming session to elicit points for the topic and will put these points on the blackboard.	Learners will be actively involved.	Learners will be engaged in making responses.	Some of the learners may not respond.	5 mins	Blackboard
3.	The teacher will form groups of learners and pass handouts around to the learners.	To enable the learners to develop a point of view in a group.	Discussion will be in groups.	Some of the learners may overreact.	5-7 mins	Handouts
4.	The teacher will support each group.	To develop speaking skills, fluency and a point of view.	Representatives from groups will be putting forward the group's points of view.	Some learners may fumble and falter in making their points clear.	20 mins	

Topic: Exposure to Western culture is doing more harm than good to India					
-Harm			+Good		
Moral	Family Values Social	Ancient		Development Technology New gadgets	
Violence	Fashion Youth Manners	Crime	Export/ import	Commerce/ economy Multinationals	Cheap goods
Clothing	Vulgarity Culture Music	Food	New medicine	Health Telephone advice	Control over disease
No spirituality	Race for money Materialism Corruption	Frustration	Transport	Food Self dependence Personal space	Defence
	Less traditional vocations Unemployment Dependence on technology		Good will	High self-esteem Greater role in the world Respect for opinion	World leader
Suicide	Stress New diseases Depression	Drugs		More jobs Opportunities Different career options	

Lesson overview

Name of lesson plan activity: **Information gap activity – Discovering missing information**

Skill focus: **Speaking**

Teacher name: **Achi Srinivas**

Organisation/school name: Government Degree College, Nirmal, Andhra Pradesh

Target students: Intermediate

Materials used in class: Handouts (tables showing distances between various towns)

Lesson plan

1. Objectives of the lesson:

Learners

- ▶ Try and use their existing knowledge and logic to 'fill in the gaps' in information
- ▶ Try and use their imagination
- ▶ Learn to work in pairs
- ▶ Learn to use different tenses
- ▶ Learn to form simple questions and answers

2. Introduction:

This lesson is about developing spoken English skills through the information gap activity of discovering missing information. It is done in pairs. Learner A and learner B have information in tabular forms (e.g. tables showing distances between various towns). Some items of information have been deleted from both the tables. Each learner has to complete her or his own table by asking her or his partner for the information that is missing.

3. Instructions for teaching the lesson:

- ▶ Pass out handouts
- ▶ Explain the objectives of the activity
- ▶ Explain the rules (only closed questions)
- ▶ Form pairs and conduct the activity
- ▶ Help learners form simple and closed questions to gain more information and extra clues
- ▶ Provide specific language forms to be used (if needed)

4. Procedure

Stage 1 (8 mins): Pre-activity warm-up

- ▶ Provide information to both the learners
- ▶ Ask questions relating to the objective/exercise

Stage 2: During activity (30 mins)

- ▶ Provide specific language forms (How far? How many kilometres? etc.)
- ▶ Learners start thinking of closed questions
- ▶ Learners fill the tables with missing information by asking their partner questions

Stage 3: Post-activity (7 mins)

- ▶ Questions that helped fill in the gaps
- ▶ Make a selection of the best questions
- ▶ Reflection

Lesson overview

Name of lesson plan activity: **Set to flame**

Skill focus: **Speaking**

Teacher name: **Dr Ranganayaki Srinivas**

Organisation/school name: Fountainhead Global School

Target students: Primary school children, English medium school

Materials used in class: Art materials

Lesson plan

1. Objective of the lesson:

The aim of the lesson is to give freedom to the children to create something based on their life experience and weave a story using their imagination. Communication of one's own ideas through unbelievably imaginative stories.

2. Instructions for teaching the lesson:

In this lesson the children draw flames, weave a story around them and present it to others.

Start with a whole school or whole class activity where all the children are introduced to different types of flames – watch a bonfire, a candle, a diya, watch a PowerPoint presentation with images, watch YouTube videos on drawing flames, think of what they want to draw and the story behind it, share initial ideas in assembly and in the classroom in groups and pairs, finalise their plans, create their final art work, tell their stories to others and answer their questions about the sad or happy endings of their stories or what the characters go through.

3. Stages and timings:

Stage 1 (5 mins): Watching flames – a bonfire, candles, diyas, matchsticks

Stage 2 (5 mins): Watching flames on YouTube, Google images and other websites

Stage 3 (5 mins): Watching videos on how to draw flames

Stage 4 (10 mins): Whole class work – talking about flames, sharing initial ideas and preliminary pencil sketches, getting feedback

Stage 5 (10 mins): Group work – sharing initial thoughts on stories, getting ideas from others to improve the story

The children get a couple of days to complete their work as homework. On the submission day they come with their completed art work as well as the story. The presentation can be for the whole school in assembly or in the class.

Each child will come to the front with the art work and present the story. The audience react to the story. They may ask for clarification on some characters' behaviour; they may comment on what somebody did and whether it is good or bad in their opinion; they may express happiness or sorrow related to the incidents of the story.

The language is unpredictable and the narrator has to respond to all reactions appropriately. In some cases they may use more than one language if they think they cannot express their ideas completely in one language. They may start in English and sprinkle a few words of their first language in-between.

The teacher will also respond to the art work and the story in a natural manner, just as the other children are doing, but mentally note some expressions and language practice the children may need. This will be tackled in another class. In this activity children are allowed to have their say freely and focus on the meaning they want to convey and use language imaginatively and creatively.

I know of many children who revised their stories at the last moment because they wanted it to be more magical than the one that preceded it. The other children express their enjoyment, boredom, irritation or whatever they are experiencing frankly and give voice to their ideas.

Lesson overview

Name of lesson plan activity: **Asking and answering questions to develop spoken English skills**

Skill focus: **Speaking and listening**

Teacher name: **Meena Vinod Naik** (retired Selection Grade Lecturer in English)

Organisation/school name: Department of English, University of Mumbai

Target students: 14- to 16-year-olds, middle-ability

Materials used in class: Two short texts with opposing viewpoints – for example on the Indian budget

Lesson plan

1. Objective of the lesson:

Help learners develop the critical ability to ask questions in a two-way listening/speaking interaction in order to understand a situation better and therefore be able to use spoken English effectively and confidently. Arousing curiosity in the learner and promoting mutual co-operation will help in solving linguistic problems and develop spoken English abilities.

2. Instructions for teaching the lesson:

Use two texts: Text A and Text B with opposing viewpoints – for example on the Indian budget. Form two teams: Team A and Team B

- ▶ Divide the class into groups of six or less
- ▶ Each group handles one of the two viewpoints
- ▶ Groups with the same viewpoints sit on the same side
- ▶ All the students will have both texts and will read both
- ▶ To help students attempt to understand the text on their own, the teacher can help learners formulate questions which focus on a literal understanding of the text, to relationship between ideas in the text, to points of view expressed, and so on
- ▶ Move from the literal questions to interpretative and evaluative questions

3. Stages and timings:

Stage 1 (5 mins)

All students read Text A.

Stage 2 (5 mins)

Each student formulates one question.

Stage 3 (5 mins)

Each student puts a question to members of her/his own group.

Stage 4 (10 mins)

Group members answer the question.

Stage 5 (10 mins)

Each student puts a question to members of another group. The groups of six or the class as divided into two groups.

Stage 6 (5 mins)

Members of other group answer the questions.

Stage 7:

Repeat above stages with Text B. This time group B should initiate the questioning.

Lesson overview

Name of lesson plan activity: **Funny horoscopes – Making predictions and giving advice**

Skill focus: **Speaking and reading**

Teacher name: **Dr Albert P'Rayan** (Professor of English and ELT Materials Writer)

Organisation/school name: KCG College of Technology, Chennai

Target students: Class 9 students, ages 14-15 with ability level CEFR B1 (intermediate)

Materials used in class: Sample horoscope sheet (on page 25)

Lesson plan

1. Objective of the lesson:

At the end of the lesson the learners will be familiar with and be able to use the language of making predictions and giving advice effectively.

2. Instructions for teaching the lesson:

The lesson plan has four stages. Instructions for teaching the lesson are explained at each stage.

3. Stages and timings:

Stage 1 (10 mins): Introduction and warm-up

Instructions to the teacher:

Write the word 'horoscope' on the board. Have the learners answer the question: What is a horoscope?

Allow them to guess and give their answers. The students may give many different answers. Then explain the term by giving this definition: A horoscope is a prediction or forecast of future events or advice for future behaviour. The forecast is made based on the signs of the zodiac.

Then ask them to give the words associated with 'horoscope'. It is a sort of brainstorming. Write the words on the board. Some of the words could be: Aquarius, Aries, astrologer, astrological, astrology, Cancer, Capricorn, Gemini, Sagittarius, forecast, prediction, foretelling, zodiac sign, etc.

Then have the learners answer these questions:

- ▶ Do you often read horoscopes? Why?/Why not
- ▶ Do you believe in horoscopes or astrology? Why?/Why not?

When the students are clear about why people read horoscopes, you can move on to the next stage.

Stage 2 (15 mins): Language functions of making predictions and giving advice

Instructions to the teacher:

Ask learners whether they have ever made predictions. Spend a minute or two allowing them to answer the question.

Then give a copy of the horoscope sheet to each student and ask them to classify the forecast into two categories: The language of making predictions and giving advice. Give them the labels: Making Predictions (P), and Giving Advice (A).

Then discuss the answers with them and explain the language of making predictions and giving advice. If possible, photocopy the phrase sheet provided on page 24 and give it to students.

Stage 3 (20 mins): Using the language of making predictions and giving advice

Instructions to the teacher:

Give a brief introduction about the activity the students are going to do at this stage. In this activity students are going to work in small groups of three members. The names of the three members in each group are Bingo, Dingo, Lingo.

Explain the rules of the activity. In each group Bingo will give a forecast to Dingo, then Dingo to Lingo and Lingo to Bingo. It should be in the form of a conversation. It could be as funny as possible. The focus should be on making predictions about the future in a funny way and giving advice. While two members are engaged in a conversation, the third member will observe them.

Let the class have a demonstration. Call two volunteers and ask them to role-play Bingo and Dingo. Here is a sample conversation:

Bingo: Hi, Dingo. Nice to meet you again. How are you?

Dingo: I'm fine. How about you?

Bingo: I'm fine too.

Dingo: I heard that you are good at making predictions. Why don't you predict my...?

Bingo: Your date of birth?

Dingo: 22 November.

Bingo: You are a Scorpio. This week you'll be very happy. You will make new friends. You'll spend much time chatting with your friends online. You will get more pocket money. You may accompany your friends to a cinema. You may buy a new games console. You will get top marks in one of your favourite subjects.

Dingo: Is it going to be a good week?

Bingo: Yes, it is going to be a great week. You should also be careful. One of your friends may take advantage of your generosity and make you spend your money on parties. You should be cautious. You may meet with an accident.

Dingo: Really? I'm scared. What should I do to...?

Bingo: You'd better stay at home during the weekend. You should not...

Then divide the class into small groups of three members. Be creative in dividing the class into groups. Give them 12 minutes to do the activity.

Stage 4 (5 mins): Review

Instructions to the teacher:

Ask students to give their feedback on the different activities they had. These are a few questions that you could ask them: How useful were the activities? Which activity did you like the most and why? Which activity did you like the least and why?

Horoscope sheet for students

Here is the horoscope for different people. Classify the horoscope into two categories: Prediction (P) and Advice (A).

- ▶ You will visit your close relatives this week and enjoy life in a place you like the most. The company of your cousins will revive your spirits. One of your relatives might present you with a new computer or games console. You will have a very successful week. You will be on top of the world. You will show interest in music and buy some music videos.
- ▶ You might get sick. You should avoid taking non-vegetarian food.
- ▶ One of your classmates will try to annoy you. They don't want you to be popular in your class. He wants to ruin your reputation. You should be very careful around him. It is a good idea to avoid him.
- ▶ An amazing opportunity will arise in your school. There will be a tough competition – but you are talented enough to win the competition. Make sure you don't miss the opportunity.
- ▶ This week someone you like very much will contact you. The interaction between you and the person will be very pleasant and it will lead to a close relationship. You should not reveal it to anyone.
- ▶ You may have a road accident this week. You definitely should not use your motorbike. It is a good idea to avoid going out.
- ▶ It will be a week to remember. You will taste success in all your assignments. You may win the support of your teachers. One or two of your classmates will try to find fault with you. You should not let your secrets be known to others. You should avoid arguing with your classmates even if they try to provoke you.
- ▶ You may lose some of your friends. It would be better if you avoid any explosive arguments.
- ▶ You're going to win a lottery this month. You may be tempted to invest the winnings in the stock market. If you do so, you may lose the money. You should be careful in investing the money.

Phrase sheet for students

Useful phrases for making predictions

Here is a list of useful phrases for the language function of forecasting or making predictions:

- ▶ You will...
- ▶ You are going to...
- ▶ You are likely to...

Useful phrases for giving advice

Here is a list of useful phrases for the language function of giving advice to someone:

- ▶ You need to/should/must...
- ▶ It is a good idea to...
- ▶ My advice is...
- ▶ You could try...
- ▶ You should definitely...
- ▶ I would suggest that...
- ▶ The most important thing to do is...
- ▶ You'd better...
- ▶ My recommendation would be...
- ▶ The best possible way is...
- ▶ Make sure you don't...

Lesson overview

Name of lesson plan activity: **Night of the Scorpion** (poem by Nissim Ezekiel)

Skill focus: **Speaking and reading**

Teacher name: **Satheesan V P**

Organisation/school name: District Centre for English, Kozhikode, Kerala

Target students: Secondary (13 and 14 years)

Materials used in class: A short film, text of the poem

Lesson plan

1. Objective of the lesson:

Enable the learners to:

- ▶ Communicate ideas effectively and powerfully
- ▶ Explore the multiple layers of meanings of a poem
- ▶ Read the poem critically
- ▶ Explore and enjoy poetic craft
- ▶ Enjoy the poem

2. Instructions for teaching the lesson:

- ▶ Make sure to provide space for each student to voice her or his opinion and feeling
- ▶ Minimise teacher talk
- ▶ Ensure that each stage of the activity is consolidated well

3. Stages and timings:

Stage 1 (15 mins)

Screen a short film and initiate a discussion using the following questions:

- ▶ Who are the major characters?
- ▶ What is the relationship between them? How do you know this?
- ▶ Which character do you like most in the film? Why?
- ▶ What message do you get from the film?

Consolidate the arguments of the children.

Stage 2 (30 mins)

- ▶ Introduce the poem
- ▶ Children read the poem silently
- ▶ They mark the striking lines and points in the poem, the difficult words and the lines which they can't understand
- ▶ They sit in groups of five or six members
- ▶ They share their opinions about the poem
- ▶ They try to clarify their doubts in the group
- ▶ If the doubts are not clarified they should raise them with the whole class
- ▶ A whole class discussion

Stage 3 (15 mins)

- ▶ The groups try to give a tune to the poem to recite in the class
- ▶ Each group recites the poem aloud in the class

Stage 4 (30 mins)

- ▶ Each group prepares an appreciation of the poem
- ▶ Presentation by each group
- ▶ Other groups comment upon the presentation

Lesson overview

Name of lesson plan activity: **Market day**

Skill focus: **Speaking and writing**

Teacher name: **Nisha Butoliya**

Organisation/school name: Former teacher at two different schools

Target students: Class 4 students, around 9 to 10 years old

Materials used in class: Chart papers, sketch pens, scales

Lesson plan

1. Objective of the lesson:

- ▶ Write a paragraph on the topic 'Market day'
- ▶ Develop confidence in writing
- ▶ Develop observation skills

2. Instructions for teaching the lesson:

- ▶ Getting to know about the local market day would be useful for planning

3. Stages and timings:

Stage 1 (15 mins): Pre-class preparation

Ask the children to observe the weekly market held in the nearby village. For this, make small groups of students. Ensure that the children who live near to each other form one group as far as possible.

Ask each of the groups to discuss and decide on any one of the following for observation:

- ▶ Activities of buying and selling in the market
- ▶ People who have come to sell
- ▶ People who have come to shop
- ▶ Things being sold
- ▶ Clothing people wear

Ask the students to depict their observations in the form of a picture to bring to the classroom. Tell students that they may observe for just half an hour and note the timing.



Stage 2: During class

Stage 2 a) – Discussion and presentation (40 mins)

Ask all the groups to discuss how they would present the observation. Allow 10 mins for this. Ask them to present their observations briefly with their charts.

Stage 2 b) – Writing (20 mins)

Ask students to write a paragraph or two on the local market day based on the discussion and their own experiences. Tell the students that they may ask you words or spellings if they need to.

Post-class activity

Display children's work on the classroom wall. This serves as a resource for the upcoming grammar classes: you have their sentences to talk about, nouns/adjectives/types of sentences and so forth.

Lesson overview

Name of lesson plan activity: **Listening and learning**

Skill focus: **Listening**

Teacher name: **Adity Chamuah**

Organisation/school name: Amrita University, Bangalore Campus

Target students: Ages 12-13

Materials used in class: worksheets and pictures

Lesson plan

1. Objectives of the lesson:

- ▶ To develop the skill of listening for gist and specific information in the context of the song 'Hero'
- ▶ To develop oral fluency

2. Instructions for teaching the lesson:

- ▶ To set the context of the lesson, show the picture of a person whom you consider a hero/heroine
- ▶ Justify, with reasons
- ▶ Nominate learners to share their thoughts
- ▶ Pre-teach vocabulary 'survive' and 'aside'

Give sentences in context to decide the meaning

- ▶ There was an accident yesterday: 20 people died 11 survived
- ▶ Keep your second problem aside, let's fix the first one

Pronunciation: 'surVive' and 'aSide'

Complete Activity 1. Nominate learners to share their answers. Ask the learners to listen to the song and complete Activities 2 and 3 (Gist tasks). Ask learners to listen and complete Activities 4 and 5 (Detailed tasks).

Play only the required portions. Activities should be completed one by one and learner-centred feedback and confirmations of answers should be given at the end of each activity.

The lesson should end with a spoken activity where learners can freely express their opinion about the different ideas expressed in the song (questions listed in Activity 6 can be considered for this activity).

3. Stages and timings:

Stages		Types of tasks		Time
Stage 1	Lead in			4 mins
Stage 2	Pre Teach Vocabulary			5 mins
	Predicting exercise		Activity 1	3 mins

Stages		Types of tasks		Time
Stage 3	Text stage			
		Gist tasks		
			Activity 2	3 mins
			Activity 3	4 mins
		Detailed tasks		
			Activity 4	8 mins
			Activity 5	8 mins
	Post-text task	Spoken activity	Activity 6	10 mins

Activities with answers:

Activity 1

These are the first lines of the song 'Hero'*, the song co-written by Maria Carey and Walter Afanasief (copyright Wallyworld Music, WB Music Corp., Rye Songs). The teacher is to sing the first part of the song, as below, while the class works individually completing the lines (answers in bold):

There's a [**hero**]
 If you [**look**] inside your heart
 You don't have to be [**afraid**]
 Of what [**you**] are

Activity 2

Listen to the song and arrange the words from one to five on your own. Check if you are correct when you listen to the song again. Select the words from the box below (answers in bold).

Melt [5]	Sorrow [4]	Heart [2]	Hero [1]	Afraid [3]
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Activity 3

The lines of the song given below are jumbled up. As you listen, put them in the right order by numbering them 1-8 (answers in bold).

- [5] There's an answer
- [2] If you look inside your heart
- [4] Of what you are
- [3] You don't have to be afraid
- [1] There's a hero
- [8] Will melt away
- [7] And the sorrow that you know
- [6] If you reach into your soul

* Please note that if you use a recording of this song in your class, you should obtain the required copyright permissions.

Activity 4:

Fill in the blanks for the next part of the song. You can do this for other verses if you would like (answers in bold).

It's a [**long**] road
When you face the world [**alone**]
No one reaches out a hand
For you to [**hold**]
You can find love
If you [**search**] within yourself
And the emptiness you felt
Will disappear

Activity 5:

Listen and circle the correct word (correct word in bold).

Lord knows
Dreams are hard to swallow/**follow**
But don't let anyone
Tear/Hear them away
Hold on
There will be tomorrow
In **time**/lime
You'll find the **way**/sway

You can continue this with your own ideas.

Activity 6:

Students discuss the following questions in groups and report to the class (answers in bold):

- ▶ Where does the hero lie according to the song? [**Inside us**]
- ▶ What do you need to do to bring out your own hero? [**Need to believe in ourselves**]
- ▶ How do get benefit from your own hero as mentioned in the song? [**Hero gives us strength**]
- ▶ How does the singer drive away her fear and emptiness when she faces the world alone? [**By looking into her inner self**]
- ▶ What does the word 'tomorrow' mean in the song? [**A day when things will start happening, hope**]

Lesson overview

Name of lesson plan activity: **Reading a narrative text**

Skill focus: **Reading**

Teacher name: **Wildan Mahir Muttaqin**

Organisation/school name: EFL University, Hyderabad

Target students: Four years of English exposure/elementary

Materials used in class: Reading text entitled 'Genie-us' (see text on page 32)

Lesson plan

1. Objective of the lesson:

Students are able to read (both orally and silently), to understand, and to interpret a narrative text (interactively).

2. Instructions for teaching the lesson:

- ▶ First, the teacher gives the students an introduction, saying that reading is a joyful activity and asks them about their favourite reading
- ▶ Second, the teacher gives pre-reading questions to students like 'Have you ever seen a genie?', 'Do you believe in magic?'
- ▶ Third, the teacher reads the story slowly in sentences, and asks students to repeat them after the teacher pauses
- ▶ Then, the teacher divides the text into three or four sections and asks the students to read the story silently
- ▶ Next, the teacher asks some signpost questions (SPQs) to students (in every section). The questions are literal questions (the forms can be yes/no or wh- questions)
- ▶ Finally, the teacher gives a quiz (asking some inferential questions). If students can't answer the questions, the teacher can practise 'scaffolding' to them

3. Stages and timings:

Stage 1 (10 mins)

- ▶ Introduction and asking about favourite reading

Stage 2 (15 mins)

- ▶ Giving pre-reading questions

Stage 3 (20 mins)

- ▶ Reading story loudly and slowly in sentences, followed by students

Stage 4 (30 mins)

- ▶ Dividing up the text and giving signpost questions

Stage 5 (15 mins)

- ▶ Giving quiz

Reading text: Genie-us

'If you want to marry my daughter, you must prove yourself suitable to her,' said the king. 'I love the princess and I will do anything for her,' said the poor young man. The princess stood behind the king's seat crying. 'Right then,' said the king.

'You must climb to the top of the Ice Mountain and bring back the magic lamp. An evil man stole it from me.'

'I'll do it,' said the young man and rushed from king's room. 'That's the end of him,' laughed the king. 'He is very poor and thin too. And he thinks he is good enough to marry my daughter!'

'Well, he will not be back!'

The princess was still crying.

Even though the young man was poor and weak, his love for the princess gave him courage. With great difficulty he reached the top of the Ice Mountain.

He found the evil man's hiding place. The magic lamp was hidden there. Luckily the evil man was away at the time.

He caught the lamp in his hands. He wanted to see its magic.

He rubbed the lamp. WHOOSH! A cloud of purple smoke came out and a genie appeared. He was tall and handsome. He said, 'Who are you?' 'I am the lover of the princess. When I take the magic lamp with you in it, back to the king, he will allow me to marry her,' said the young man happily.

'Not exactly!' said the genie loudly. 'I have been in that lamp a hundred years. And I feel tired of it. So you can take my place and I take yours.' Then, the young man disappeared into the lamp.

The genie picked up the lamp and pulled a magic carpet from a corner.

He ordered the magic carpet to take him to the palace.

'I've brought your lamp,' he said as he walked into the king's room. 'It is not magic anymore. But I am – and I want to marry the princess!'

The king looked at the tall, handsome and magic man. 'I like magic more' he said. Then he turned to the princess and said, 'Daughter, this is your future husband!'. The princess stopped crying. 'Oh! I'm lucky! I was so afraid to marry that poor young man!' she said.

Lesson overview

Name of lesson plan activity: **Lead-in stage, pre-vocabulary and prediction/gist reading**

Skill focus: **Reading**

Teacher name: **Amandeep Singh**

Organisation/school name: Government High School, Andlu, Ludhiana

Target students: low level 10th grade students (ages 15-16 years old)

Materials used in class: Photocopies of the lesson 'A Gift For Christmas'*, white board, marker, notebooks

Lesson plan

Aims/objectives:

- ▶ The students will have some idea about the story and its events
- ▶ The students will be able to develop some curiosity about the story
- ▶ The students will be able to develop their imagination
- ▶ The students will be able to speak and share their ideas
- ▶ The students will be able to learn new words and their contextual meanings
- ▶ They will be able to comprehend the lesson in a better way
- ▶ They will understand the stress patterns and pronunciation of the words

Lesson stages/activities timings:

Lead-in stage: 10 minutes

Pre-teaching vocabulary: 10 minutes

Prediction/Gist reading: 10 minutes

Stage/activity	Teacher says/does	Students do	Time	Comments/instructions
Lead-in	The teacher will ask some questions to the students and elicit the answers from every group.	Students will discuss these questions and answer the questions. They will answer Diwali, Holi, Christmas etc.	10 mins	After the warm-up activity the teacher will put the students into groups and then give them instructions for the activity.
Discussion questions	<ol style="list-style-type: none"> 1. Name the festivals which you celebrate every year. 2. Which is your favourite festival? 3. Which festival is Santa Claus associated with? 			<ol style="list-style-type: none"> 1. The students will discuss the questions in groups (for three minutes). 2. Then they report their answers to the teacher and other groups.
Four facts	The teacher will give every group the 'Christmas festival' topic to discuss and write four facts about.	The students will discuss in their groups and write down some facts, like 25 December, gifts, bells, etc.		<ol style="list-style-type: none"> 1. The teacher will make sure that the students sit in groups. 2. The teacher will give them a topic. 3. They will write four facts they know about the topic individually. 4. Then they discuss these facts with other members of their group (for five minutes).

* 'A Gift for Christmas', by O'Henry, in the book *English Main Course Book*.
Published by Punjab School Education Board, Mohali for 10th grade students.

Stage/activity	Teacher says/does	Students do	Time	Comments/instructions
<p>Pre-teaching vocabulary</p>	<p>The teacher will choose some new or difficult words which she or he wishes to teach the students before the gist reading. The teacher will make up a story including these words and narrate it to the students with proper voice, gestures/ actions so that the meaning of these words becomes clear to the students. After narrating the story the teacher will write those words on the board and ask the groups to explain their meaning (as per their understanding). Finally the teacher will drill the students on the vocabulary.</p> <p>Words: excited, expenses, scream, cascades, fluttering, critically, impress.</p> <p>Story: 'Last summer I planned a short trip to a hill station. I was very excited about that trip. When I arrived I was speechless. I was totally impressed by the scenic beauty of the hills.'</p>	<p>The students sitting in groups will listen to the story carefully and respond to the teacher's instructions.</p>	<p>10 mins</p>	<ol style="list-style-type: none"> 1. The teacher will narrate a story to the students. 2. The teacher will give them a gist listening question: 'How did I feel during my trip to the hill station?' 3. The students will try to find the meaning of the words after listening to the story. 4. The teacher will choose the best suitable meaning after getting responses from all groups. 5. The teacher will write the meaning on the board.
<p>Prediction</p>	<p>The teacher will draw some pictures on the board and tell the students that they are the characters in the story they are going to read. Pictures:</p> 	<p>The students will make guesses about the characters of the story. They will predict their relationships and make their own story.</p>	<p>10 mins</p>	<ol style="list-style-type: none"> 1. The teacher will tell the students that these are the characters of the story you are going to read, 'you guess the story keeping these questions in mind.' 2. The teacher will tell the students that they have five minutes to make the story and then they will share their group's story with the teacher and other groups.

Stage/activity	Teacher says/does	Students do	Time	Comments/instructions
Prediction (continued)	<p>The teacher will ask the students some questions so they can guess/predict about the story.</p> <ol style="list-style-type: none"> 1. Who are they? 2. What's going on? 3. What's the relationship between them? 4. What will happen to them? 			
Gist reading	<p>The teacher will now ask the students to find out which of their predictions/guesses are true as in the real story. For this purpose, the students will skim through the paragraphs of the lesson. The teacher will conduct a whole class feedback session and write the right predictions on the board.</p>	<p>The students skim through the lesson to find whether their predictions are true or not.</p>	10 mins	<ol style="list-style-type: none"> 1. The teacher will ask the students to match their predictions with the textbook story. 2. The teacher will give only two minutes for this purpose.
True or false	<p>The teacher will ask the students to go through the story quickly and find out which of the following statements are true or false. The teacher will help and monitor the students if necessary. The teacher will conduct a whole class feedback session and tick the statements that are true.</p> <ol style="list-style-type: none"> 1. Della was a happy woman. 2. Della did not have enough money. 3. Jim was getting a handsome salary. 4. Della did not sell her hair to buy the gift. 5. Jim bought perfume. 6. Della bought a platinum chain for Jim. 7. Their gifts turned out to be of no use. 	<p>The students quickly skim the text to find out whether the given statements are true or false.</p>	5 mins	<ol style="list-style-type: none"> 1. The teacher will ask the students to find out if the given statements are true or false. 2. The students will have only two minutes for this activity. 3. They will not read each and every word. 4. They will quickly skim through the story.

Lesson overview

Name of lesson plan activity: **Find the places**

Skill focus: **Vocabulary**

Teacher: **Waddah Saleh Mohammed Mahwari**

Organisation/school name: Al-Gala Primary School, Aden, Yemen

Target students: Class 8, ages 13-14

Time: 90 mins, periods 1 and 2

Materials used in class: Workbook: *English Course for Yemen, Pupil's Book 2*, Terry O'Neill and Peter Snow (published by Republic of Yemen, Ministry of Education and Garnet Publishing Ltd), plus cassette for Pupil's Book 1.

Lesson plan

Pre-knowledge

Language focus: prepositional phrases of places at the beach, in the park etc. in the present continuous.

Vocabulary revision: shops and buildings

Revise the names of shops and buildings by asking questions as follows. If the pupils can't answer, say the phrase and get them to repeat it.

Learning objectives

Objectives: the pupils will be able to	Classification	Time
Name shops and buildings	Cognitive	25 mins
Spell shops and buildings	Psychomotor	20 mins
Express location	Cognitive	5 mins
Make conversations using the present continuous	Psychomotor	15 mins
Re-order and write sentence	Psychomotor	5 mins
Sing a song: Where's Ali?	Affective	20 mins

	Teaching steps	Objectives	Teaching learning material	Teacher's activities	Pupil's activities	Blackboard activities	Evaluation
1	Revise the names of shops and buildings (25 mins)	To name shops and buildings	Picture of a bakery Picture of a bookshop Picture of a supermarket Picture of a beach Picture of a bank Picture of a restaurant	1: The teacher shows the picture of the bakery and asks the following question: where can you buy bread? 2: If the pupils can't answer, the teacher says the phrase and gets them to repeat it: 'at the bakery'. 3: The teacher asks the class to spell the word 'bakery' 4: The teacher writes each word on the board as the class spells it. 5: The teacher also asks pupils other questions (before asking he/she shows the picture of building) including: 1: Where can you buy books? 2: Where can you buy rice? 3: Where can you post a letter? 4: Where can you go swimming? 5: Where can you get money? 6: Where can you eat food? The teacher numbers the words on the board and practises recognition.		1: Bookshop 2: Supermarket 3: Post office 4: Beach 5: Bank 6: Restaurant	
2	Words for pronunciation (20mins)	To spell shops and buildings			The pupils repeat the phrase after the teacher: 'At the bakery' The pupil gives correct answer: b-a-k-e-r-y, bakery	Bakery	
3	Vocabulary (5mins)	To express location	Workbook 2 1.9A, P10	The teacher tells the pupils to find and underline the six places. The teacher checks the words as a class before the pupils write them.	The pupils write the following words: 1: Bookshop 2: Supermarket 3: Post office 4: Beach 5: Bank 6: Restaurant		A) Find the places: 1: oghospitalm 2: nsolbeachre 3: eizmosquek 4: drestauranti 5: sutbankoms 6: ceflatlruan

► continued on next page

	Teaching steps	Objectives	Teaching learning material	Teacher's activities	Pupil's activities	Blackboard activities	Evaluation
4	Reading and speaking skills (15mins)	To make conversations using the present continuous	Workbook 2 1.9B, page 10	<p>The teacher checks that pupils can read the people's names. Demonstrate teacher-pupil, then in open pairs.</p> <p>The teacher tells the pupils to use 'in' with 'the park': 'in the park'.</p> <p>The teacher tells the pupils to continue in simultaneous pairs.</p>			<p>B) Read and talk.</p> <p>A: Is Saleh in? B: No. He's at the supermarket. He's buying rice.</p> <p>Now use these people and places: A: Sara, your brother, Ali and Hassan, your mother and father. B: Bakery, post office, park, a friend's house.</p>
5	Writing skill (5 mins)	Re-order and write sentences	Workbook 2 1.9C, page 10	The teacher tells the pupils to try the exercise without preparation, and check their answers when they have finished.	The pupils make the correct sentence.		
6	Listening comprehension (20 mins)	To sing a song: 'Where's Ali?'	Workbook 2, cassette section 4	<p>The teacher tells the pupils they are going to sing another song.</p> <p>The teacher tells the pupils to open their pupil's books at page 1 and find the song 'Where's Ali?'</p> <p>The teacher tells the pupils to listen to the song while they follow the words in their books by playing cassette Section 4 Band 1.</p> <p>The teacher elicits what the song is about, in Arabic if necessary (somebody, perhaps his mother, is looking for Ali, but can't find him).</p> <p>The teacher invites the class to ask her/him to explain anything they don't understand. Then, the teacher tells them to listen to the music by playing Band 2.</p> <p>Finally, the teacher invites them to sing the song with the cassette by playing Band 3.</p>			

Note
 Cassette section 4 is the song 'Where's Ali?' in Pupil's Book 1
 Band 1 = whole song
 Band 2 = music
 Band 3 = whole song

Lesson overview

Name of lesson plan activity: **Adjectives**

Skill focus: **Grammar**

Teacher name: **Rachna Khosla**

Organisation/school name: Delhi Public School, Sushant Lok, Gurgaon, India

Target students: Grade 5

Materials used in class: Different objects easily available in and around the classroom – writing pads, erasers, stationary, pictures, charts

Lesson plan

1. Objective of the lesson:

- ▶ Describe lots of things, from size, age, shape, colour, material
- ▶ Use adjectives together to give a detailed description of something
- ▶ Use appropriate spoken and written language in a meaningful context

2. Instructions for teaching the lesson:

Warm-up the class by greeting the students and ask the students how they would like to describe their partners or their best friends in the school. Explain to the students how beautifully colourful the language can be when they are describing details about people, objects or settings. For example: I saw a big, white swan in the lake.

3. Stages and timings:

Introduction (10 mins)

Introduce the topic by explaining what adjectives are and adding to their previous knowledge. Adjectives are words that tell us more about nouns or pronouns by describing them, giving colour, shape, size, sound and feelings to nouns. This creates vivid images of people and things. Children also come to understand that a completely different picture can be produced by changing the adjective in a sentence.

Explain with examples the words and phrases they used to describe their partners in the warm-up activity.

Skills: listening skills.

Teaching strategies (15 mins)

Write a story on the board. Underline all the nouns. Have children rewrite the story adding adjectives to the nouns. For example: two rabbits were eating grass in a garden when a butterfly flew overboard and tickled them on their ears.

Help the children begin the story: two big, fat white rabbits were eating delicious green grass.

Skills learnt: writing skills and logical thinking.

Assessment of objective (10 mins)

Assess the students comprehension of the topic by checking their individual responses. Get to know their knowledge of adjectives by seeing how many and what kind of adjectives they have added to the story.

Lesson overview

Name of lesson plan activity: **Use of present continuous tense**

Skill focus: **Grammar**

Teacher name: **Farzana Shamim**, lecturer in English

Organisation/school name: Government Senior Secondary School, Chandbaja, Punjab

Target students: 11-12 years of age who are able to speak simple sentences

Materials used in class: Blackboard, chalk, slips, handouts, laptop, pre-prepared video of people doing actions

Time: 70 minutes

Lesson plan

1. Objective of the lesson:

General aim: enable the students to understand and organise ideas and information, form sentences using the given clues and frame their own sentences.

Specific aim: enable the students to use present continuous tense in real life situations.

Assumption: the students can speak, read and write simple English.

2. Instructions for teaching the lesson:

Method of teaching – presentation, production and practice.

Presentation (20 mins)

Before the lesson, the teacher is to have prepared a video of various people doing actions. She or he uses the video to teach the present continuous tense to her students by freeze-framing the pictures after each scene and asking students questions like: 'What am I doing?'; 'What is Mr Chander doing?'; 'What is Shama doing?', 'What are Mr Chander and Shama doing?' In this way, students will be prompted to use the teaching point. Once she or he elicits their answers, the teacher writes them on the board.

- ▶ You are brushing your teeth
- ▶ He is ironing his shirt
- ▶ She is blow-drying her hair
- ▶ They are watering the plants

She or he then highlights the structure (e.g. *subject + is/am/are + ing form of the verb* to be used for present continuous tense). She or he then makes the students understand that this structure is used for actions going on at the time of speaking. She divides the students into groups. She or he then freeze-frames all the scenes and encourages the students to discuss each scene using the structure written on the blackboard.

Production (20 mins)

Teacher re-groups the students and gives five slips of paper with present continuous tense sentences on them to each group. She then instructs the students: 'Each slip has a sentence written in present continuous form. Each group will either mime or draw the action on the blackboard. Select a leader who will mime or draw on the blackboard. The other groups will guess the action in turns. The group guessing the correct action will earn five points. If a group fails, the next group gets the chance to speak. The group which mimes or draws the best also earns four points. The group earning maximum points is declared the winner.'

Practice (30 mins)

Handouts are given to each student.

Exercise 1:

Fill in the blanks using the present continuous tense of the verbs given in brackets. For example:

1. Madhuri _____ karate [learn].
2. My friends _____ funds for the poor [collect].

Exercise 2:

The teacher shows a small story on their laptop and then asks the students to discuss it in their respective groups and tell the story in their own words using the present continuous tense. He or she then makes each group narrate their stories. While the students are discussing this, the teacher monitors and guides them.