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EFFECTIVE LESSON PLANNING

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ABSTRACT

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The thesis deals with effective lesson planning. The first part of the work is dedicated to the theoretical background of this topic and is further followed by the analysis of 25 online English lesson plans according to the evaluation rubric specifically designed for the purpose of the research. At the end of the thesis the pedagogical implications of the research are described. The results indicate that the majority of lesson plans provided on the internet are not created according to the theory of effective lesson planning.

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I. INTRODUCTION

One of the essential teacher competences involves the ability of creating an effective lesson plan. It is necessary to know the rules of designing effective lessons and what an effective lesson plan needs to contain in order to provide a lesson where students learn new features of a language.

In the first chapter the thesis deals with the theoretical background of effective lesson planning. The theoretical background further deals with pre-planning and planning phases of creating an effective lesson plan.

The pre-planning phase is then divided into categories which every effective lesson plan should take into consideration. These are the aims of the lesson, teacher's aims (also known as personal aims), individual students' needs and potential problems which may occur during the lesson. Planning phase further describes the effectiveness of lesson plans in terms of main stages of a lesson. This chapter also focuses on formal and informal lesson planning as well as on the evaluation of a lesson plan.

The purpose of the thesis is however to research and analyse twenty-five lesson plans freely downloadable and provided on the internet in terms of effectiveness according to the evaluation rubric specifically designed for the purpose of the thesis. The main questions of the research are whether teachers who provide free lesson plans on the internet are able to define specific and measurable aims and objectives of the lesson and if the lesson plans provided on the internet may be used without any adjustments in classes in order to teach an effective lessons according to them. The purpose of the research was also to determine whether the lesson plans provided on the internet correspond with the theory of effective lesson planning.

The end of the thesis is dedicated to the pedagogical implications of the research as well as to limitation of the research with further suggestions how the research might be used differently and how it might be modified.

II. THEORETICAL BACKGROUND

The purpose of the theoretical part of this work is to provide information about effective lesson planning and illustrate the main principles which need to be understood in order to have a general knowledge about this topic. The first chapter is regarded to the pre-planning phase of lesson planning, which includes necessary ideas to have in mind before actually planning a lesson itself. The pre-planning part consists of lesson and teachers' aims, students' needs and potential problems that may occur during a lesson. Next chapter focuses on planning an effective lesson itself. It is further divided into parts considering the stages of a lesson, how a formal and informal lesson plan should be formed. The evaluation of a lesson plan is also included in this chapter.

The importance of a lesson plan

When thinking about what defines an effective lesson one is able to state several ideas. These may be for example using a good methodology, students' motivation and their attention of what is being done in the lesson as well as their willingness to learn new things. As Richards (2015) states: "There are, of course, many different dimensions to an effective language lesson, and teachers have their own ways of creating effective lesson" but "the notation of an effective lesson is difficult to characterize" (p. 169). It is obvious that to create a good lesson where students are actually able to learn new things involves establishing a balance in all the dimensions of a good lesson. One of them is the way in which the lesson is planned. According to the definition, lesson planning is "a systematic development of instructional requirements, arrangements, conditions, and materials and activities, as well as testing and evaluating of teaching and learning. It involves analysis of the learning needs and the development of a delivery structure to meet those needs" (Mishra, 2009, p. 6-7)

When teachers go into the lesson, they are not able to predict, what the lesson will look like and what will happen, but they can be well prepared for everything that the lesson may bring and plan the way through it. Scrivener (2011) in his book defines that "planning is imagining the lesson before it happens. It involves prediction, anticipation, sequencing, organising and simplifying" (p. 123).

To accomplish a successful lesson, it is necessary for teachers to note what they are going to do in the lesson for many reasons. It forces them to imagine the lesson and helps them to organise it, and when teachers write down the course of a lesson it may help them

to successfully teach it without errors. However, as Scrivener (2011) in his book advises, teachers should “prepare thoroughly, but in class, teach the learners not the plan” (p. 123).

It means that the teachers should be really focused on preparing plans and spend a decent amount of time on them, but on the other hand when actually teaching what they prepared, they should not follow it blindly ignoring what is happening in the class because of the chance of missing the opportunities for learning which arise during the lesson unintentionally. Woodward (2005) proves this fact in her book when she states that “plans are just plans. They’re not legally binding”. She further says that teachers “don’t have to stick to them come hell or high water” (p. 1).

Richards (2015) introduces an interesting fact in his book when he says that “lesson plans often differ from the lessons teachers using them actually teach, since there are sometimes good reasons for departing from a lesson plan, depending on the way the lesson proceeds and develops” (p. 176). Reasons for it are obvious. The plan does not tell you what will be the atmosphere of the lesson, how many students will be present or if the students will be focused or interested in what you are planning to do.

Harmer (2007) in his book describes how the deviation from a lesson plan is able to influence the whole lesson. He states that the lesson plan should not be viewed as a script but rather as something you can rely on when you need help or get lost during the lesson. The lesson plan is not to be followed blindly because teachers might miss the “magic moments” described as situations when students start to be really interested in something the teacher did not plan and what arose during the lesson. These moments should be used to make students learn what they are interested in and the deviation from what the teacher prepared is in this case suitable (p. 366). There are of course other important variables that teachers are not able to predict. These are for example unexpected problems that may occur during the lesson including the fact that the grammar, vocabulary or activities teachers are to teach seem to be too difficult for the students to accomplish. Teachers rely on technologies very much these days so it may happen that the technology needed for the lesson may simply not work (Harmer, 2007, p. 366).

Pre-planning

Teachers whose intention is to write a good and a successful lesson plan have to consider many aspects before actually making the plan. These subjects to consider may define whether the lesson based on lesson plan will provide a good opportunity for students to learn. Scrivener (2011) describes that the most important questions to consider when teachers want to begin to create a lesson plan are “what sequence of tasks and activities will

I (the teacher) use?” and “what are the aims of the lesson?” (p. 124). There are, however, more things teachers must consider in order to be successful such as the needs of the students, the overall atmosphere of the lesson, the choice of materials, or tasks etc.

Aims of the lesson

One of the crucial things to consider before actually making the plan as mentioned above is creating the aims of the lesson and setting the objectives. Everything teachers do in the lesson should have a meaning and a specific purpose and nothing should be done without any intention or only for example to fill the time at the end of the lesson. As Harmer (2007) says aims are “perhaps the most important element of any plan” and are “the outcomes which all our teaching will try to achieve – the destinations on our map” (p. 371). Scrivener (2011) adds to this that “for every lesson you teach, and for every activity within that lesson, it is useful to be able to state what aims are, i.e. what’s the point of doing it” (p. 135). Teachers should always know where they are going with the students and what end is being followed. It is also important because of the fact that if the work of the teacher is pointless and the activities have no purpose students may lose the enthusiasm to learn new language and to practice knowledge they already have. Such a situation is not desirable while teachers are ought to maximize learning opportunities for their students.

Harmer (2007) further describes aims of the lesson as “specific and directed towards an outcome which can be measured” (p. 371). The part which says that it can be measured is crucial while many teachers in fact mistake the topic of the lesson for the aim of the lesson. When teachers speak for example about “teaching past simple” it is not an aim, it is rather a topic of the lesson while the statement “teaching past simple” cannot be measured. However the statement that “the students are able to use the past simple tense when describing what they did last week in 5 sentences” is a good example of an aim or objective. Teachers are able to test and measure if the students achieved this knowledge during the lesson - by a small “test” at the end of the session when the students have to write these five statements on a piece of paper before leaving the lesson.

It is important to know which activities are connected with the objectives and aims and which help teachers and students to achieve goals. When preparing a lesson the aims and objectives should be determined before the lesson, however, it is possible to change it during the lesson itself, but at the end of it there should be a clear evidence that the aims and objectives were achieved. As Scrivener (1994) mentions in his book, many experienced teachers do not write their aims and objectives prior to the lesson and they do not know what

they are supposed to achieve during their lessons (p. 50). To determine aims and objectives is therefore not an easy task and it requires a lot of practice. As every skill setting aims and objectives needs to be practised and trained. Teachers should make a habit of setting and formally writing aims and objectives while not doing so may influence their ability to use proper activities and ways to achieve their students' learning during a lesson. Scrivener (1994) proves this fact in his book when he states that the "teachers who have been through a training process that required them to do this may be much more aware of why they are doing something in class." He adds that the teachers "are probably able to make more informed decisions between options, choosing the ones that are most likely to lead to a useful result" (p. 50).

Teachers aims (personal aims)

When talking about aims and objectives it does not only mean what students are supposed to achieve when a lesson is over but also teachers. That is why there exist also aims and objectives teachers should set for themselves. Harmer (2007) refers to this type of aims as "personal aims" (p. 372). He says that these are "those where we (the teachers) seek to try something out that we (the teachers) have never done before, or decide to try to do better at something which has eluded us before" (p. 372).

Personal aims may be determined for one lesson only and achieved during this particular one teaching session however if teachers want to become better at some aspects of their teaching which make problems to them it is required to set the personal aim for a longer period of time including several lessons. Scrivener (1994) illustrates what a personal aim may look like in real situation by stating that "I (the teacher) will try to talk less" (p. 50). Harmer (2007) adds some examples of personal aims to it by saying that "in this lesson, I (the teacher) am going to try to give clearer instructions", or "in this lesson I (the teacher) try to introduce the grammar using a pre-prepared PowerPoint presentation" (p. 372). Personal aims may not be set to benefit only teachers, however, these aims may be determined to improve the overall structure or flow of the lesson itself and thus students' learning. For example a personal aim can be set to rearrange the classroom in a better way than it had been before when practicing a certain activity or to give more or less time to an activity may benefit the whole lesson.

Students

Students are an important aspect when deciding how to prepare a lesson plan. It means that every lesson teachers prepare should be based on students' needs and abilities. This fact is proven by Rossner (2017) who states that lessons and language courses "should be designed to meet student's needs and expectations" (p. 103). He claims that a significant number of courses and lessons do not take into consideration the needs of the students and are only based on what teachers think their students need. Many courses are generally based on previous experience of the teacher and not on the real current students' needs (Rossner, 2017, p. 103). It might sometimes happen that the needs and abilities of the students are different from the syllabus of the school. However, it is always good for teachers to have in mind the purpose why students learn English because it may vary according to whether they need to pass an exam, understand people abroad or talk business (Gower, Phillips & Walters, 2008, p. 184).

Harmer (2007) describes that "lesson plans are base both on our (the teachers') own ideas about what will be appropriate and on what the syllabus we are working towards expect us to do" (p. 367). In other words there should exist a balance between the knowledge teachers are supposed to give to students according to their needs and what schools expect them to teach students. This is not always an easy task to combine these two aspects. First teachers must somehow be informed about students' needs and expectations.

The most simple one is to talk with students about what they want to achieve and what they need in language learning. However this is not always the best and most effective idea to do while students might not be sure about what their needs and expectations in language learning are before the lesson or even before the whole course. Another way how to be informed about the needs of students is to give them for example a list of activities and make them write a preference number next to it. This can be done not only with activities but also with topics to discuss. There are many more different ways including giving students questionnaires or letting students write ideas of what should be taught next on a piece of paper (Harmer, 2007, p. 368).

Woodward (2005) also contributes in her book to the topic of the students' needs. She claims that teachers should get to know their students in order to be familiar about what they need and further work with this information (p. 16). She also gives advice on how teachers are able to get information about who their students are. A good practise is according to her sending a letter to the class where teachers write briefly about themselves and students are told to do the same sending personal characteristics to teachers. Another

possibility according to her is sending students a questionnaire (p. 22). She further describes many more activities connected with getting to know students which are divided into activities done “before, during and after the time spend with them (students)” (p. 45).

When thinking about what students need in achieving successful learning the aspect which must be considered before every lesson preparation is also the age of the students. It means that younger students’ learning is most effective when they work on many different and rather short activities or when the lesson is divided into a lot of various parts. That means when they do not work during the whole lesson on one task or when the lesson includes not only one component. However, older students also benefit from working on multiple activities during the lesson while working monotonously on one task or continuously doing the same work during the lesson is not effective in terms of learning at any age (Ur, 2012, p. 22).

Getting to know students and their needs is an important starting point for all teachers when dealing with a new class. It helps not only to establish a good atmosphere in which teachers and their students feel comfortable to learn and to teach but it also helps teachers to choose materials suitable for their class. It can make both teachers and students more confident during the lesson and establish good relationship among them which is essential for learning while it is said that students are not able to learn anything new from a person they do not like.

Potential problems

During a lesson situations may occur when something unexpected arises. That means problems or issues which need to be solved. These issues are not included in the lesson plan. It is therefore important to analyse these potential situations or problems to be prepared to solve them. It is not always easy to say what may unexpectedly happen during the lesson especially for teachers who are not yet experienced and teaching is rather new for them. To be more specific about problems and unexpected situations that may arise during a lesson Scrivener (1994) states several questions teachers should ask themselves before planning the lesson to avoid such situations. Teachers should “decide, how many organisational steps are involved? How long will it (the activity) probably take? Do the learners know enough language to be able to make a useful attempt at the activity? What help might they need?” He also mentions the importance of instruction giving and possible errors that students may make (p. 29).

Planning

After teachers deeply think about and analyse all the necessities connected with the pre-planning stage, they need to make unavoidable steps to accomplish a successful lesson plan and a successful lesson as well. A successful lesson plan is the one which “someone else, who has not talked with you about the lesson” takes into the lesson and “is able to teach your lesson” by it (Scrivener, 2011, p. 123).

From the information above a lesson plan must not be full of detailed descriptions of every action teachers and their students do however it should not include short words or sentences which meaning in the lesson plan might be hidden or misunderstood. What should be included in the lesson plan, on the other hand, are several aspects connected with classroom management, time spent on activities, aims and other effective notes and points which help teachers to be successful in their lesson.

As said before it is not always an easy task to construct a good lesson plan while there are, as mentioned in previous paragraph, several aspects to focus on when planning a lesson. Richards (2015) states the importance of six of these aspects to consider when planning a lesson. According to him these are goals, activities, sequencing, timing, grouping, resources (p. 178). Goals are generally aims and objectives of the lesson which should be considered and analysed, as mentioned in previous chapter, prior to every lesson planning. The term activities includes everything students are to perform in the lesson. It may be speaking in pairs, reading a newspaper article, listening in order to answer further questions or writing a letter etc. Sequencing is basically the order of the activities, which means what activity follows the one before. Timing cover the time given to each activity. Grouping, also a part of classroom management not only lesson planning, means whether students work in groups or individually and the final term resources includes materials and other objects connected with successfully maintaining the lesson (Richards, 2015, p. 178).

A lesson is in general a 45-minute-long time period meant for teachers to teach and for students to learn something new. However, this time unit is not the same for its whole time when focusing on the aspect of what is happening during the session. It means that during a lesson there must be a few different stages which are not the same length more specifically these stages are interconnected and follow each other throughout the lesson. Richards (2015) states in his book five of them. According to him they can be called opening, simulation, instruction, closure, and follow up (p. 178).

Opening

“Opening” is basically introducing the lesson in terms of aims, goals, objectives, and connecting the lesson to students’ previous knowledge and experience. It is advised to allow students to know what is going to happen in the lesson so they know what to expect from it. Richards (2015) mentions in this stage the importance of connecting previous lessons to the current one by making reviews of homework or of what students have already learnt. Richard (2015) states that openings “occupy the first five minutes of a lesson and can have an important influence on how much students learn from a lesson” (p. 179).

Simulation

“Simulation” may be described as a part when the activity, which is going to be the main part of the lesson is introduced and students are familiarized with it. Scrivener (1994) calls this stage “pre-activity” and says that in this part of a lesson students are given interesting pictures, videos or other helpful materials to be motivated and introduced into what is going to happen (p. 30).

Instruction

“Instruction” is stated by Richards (2015) “the sequence of activities that constitute the body of the lesson (p. 180). According to this, it might be said that it is the most important stage of them all. There are several rules and methods that teachers should always think about. Cross (1991) states in his book that lessons are based mostly on three parts regardless of whether the lesson is focused on receptive skills (reading and listening) or productive skills which are based on dialogue (p. 139).

Pre, in, post stages (receptive skills)

When performing activities which include listening and reading - receptive skills - they should include “pre”, “while” and “post” phases. When considering for example listening, the “pre” phase is a part when students are actually being prepared for listening in terms of remind them the knowledge they already have about the topic or to think about what information the listening is going to introduce. Woodward (2005) includes into this part also potential lexical items that students might encounter when doing the activity and outlining the way leading to finishing the activity (p.124).

The “while” phase is basically the main body of the activity when students focus on information they are supposed to notice in the listening to fulfil the task. During this phase teachers should not interrupt the work of the students but rather monitor and wait for his or her students to reach for help themselves (Scrivener, 1994, p. 30). Woodward (2005) calls this phase an “in-stage”. She states that during this stage “students do the listening or reading and work on the allotted tasks that are deigned to make the listening or reading easier” (p. 124)

The last part called “post” phase sums up the information and offers subjects to discuss such as comprehension or difficulties. It should also include speaking about what students learnt and also speaking about the purpose and importance of the activity for further learning (Scrivener, 1994, p. 30).

PPP

When teachers introduce new knowledge during the “instruction” stage of the lesson the good idea is to use a method called PPP which stands for presentation, practice and production. This method is so versatile that it may be theoretically used in many different learning situations including either a few words or complex sentences.

First the new item which the students are to learn needs to be shown and introduced to the students before they actually start using it. This happens in the “presentation” part. According to Woodward (2005) this part “involves setting up a situation” and “eliciting or modelling some language that fits the situation”. She adds that “presentation” part is “an opening stage in which the teacher makes the new language plain” (p. 126).

After this initial phase teachers need to guide their students to use the new learnt item rather safely and in a controlled manner. This happens in “practice” stage where students are observed and guided by their teacher.

The final step is to let students use what they learnt freely in “production” phase. Teachers should not interrupt or guide students anymore. When this phase is over it is time for teachers to make sure that students learnt the language item correctly and that it is further practised in different contexts and situations. Practice and production stages are a good opportunity for students to use the new learnt language item and develop deeper knowledge of it.

Test – teach – test

Woodward (2005) in her book mentions two more methods which may be found in “instructional” phase and are used for introducing new language items. The first one is known as “test, teach, test” which is basically finding out what students do not know, then explaining the language item and expose it to them and finally testing them if they understood the issue (p. 123).

TBL

The second one is so called “TBL” which stands for task-based learning. As the name suggests learning by this method revolves around finishing a task given to students. It means that task-based learning does not say what language items will be learnt however “the group consider what they had learned overall” (Woodward, 2005, p. 128) after finishing the task.

Closure and follow-up

In this part of a lesson students summarize new information provided to them during the session. It should help them to fix new knowledge and connect it with what they had already known before. This may be done by an appropriate form of review or by using a well-designed activity. According to Richards (2015), closure is a good way to prepare students for next learning sessions. He describes strategies which helps teachers end a lesson in a meaningful way. Next to the summarization and application new knowledge onto a given task he adds that teachers should also tell students what they did well and highlight their success, furthermore teachers should connect new knowledge to the aims and objectives teachers and students are following (p. 182). A good way to close a lesson is also to let students write on a piece of paper a few things they remember or learned during the lesson and give it to their teacher at the end of their session. This may also serve as a feedback for teachers to know whether their lesson was successful in terms of meeting the aims and objectives and what they should improve in next meetings. Closing according to Woodward (2005) “may be a joke, some questions for next time, or a link to forward. From the point of view of lesson design, this part is important since it rounds things off nicely”. She further adds however that “this stage is less essential than the ones above” (p. 114).

Tempo, pacing

When focusing on the structure of a lesson one must have in mind, except for what was already mentioned, the aspect of time which is a significant factor in lesson planning. Richards (2015) defines in his book pacing as “the extent to which a lesson maintains its momentum and communicates a sense of development” (p. 182). From the definition it is obvious that pacing divides a lesson into several parts to which a certain time is given. Furthermore it is basically the time aspect of a lesson. It means that everything teachers do and perform in their lessons must have a defined time limit. It is advisable to inform students about time during each activity they perform. It may happen that if teachers work unnecessarily long on one activity the whole lesson becomes boring and the class atmosphere poor for learning opportunities. Nobody simply wants to work on a lengthy exercise which seems to drag forever, especially younger students.

Formal lesson planning

As mentioned in previous context it is necessary for teachers to prepare lessons in advance when they are to be successful. Teachers does not always have to write their lesson plans on a piece of paper but as Woodward (2005) states in her book, writing lesson plans down “helps many to organise their thinking” (p. 198). Scrivener (2011) even states in his book that experienced teachers who teach every day do not write their lesson plans on the paper, however, writing them down is “basically a training tool” for novice teachers to be able to create their lesson more effectively (p. 136). According to it writing lesson plans on a piece of paper is useful for novice as well as for experienced teachers.

Lesson plans may have a lot of shapes, looks and forms. However there exist a general idea how a formal lesson plan should look like. The first basic rule is to make a plan fit on one sheet of paper containing only necessary information needed to understand what to do during the lesson (Cross, 1991, p. 140). Teachers are to include in their plans two essential points or information. The first one is the outline of the lesson. The outline includes not only what activities will be used during lesson but also time spend on each of them. The other thing from these two are information such as aims, goals, objectives, materials, number of students, level of students or problems that may arise during the lesson (Scrivener, 1994, p. 45). Harmer (2007) proves this fact in his book when he says that “the main body of a formal plan lists the activities and procedures in the lesson, together with the time we expect each of them to take” (p. 374). However he adds that there should also be an information in the lesson plan which states “who will be interacting with whom” (p. 374).

Formal lesson plans should contain much more than aims, objectives, information about interaction between students and their teacher or other things mentioned above. There might be the date when the lesson takes place and time. Also the number of students might be included next to their level of language. What should be written in a formal lesson plan as well are back up activities and extra-class work including homework. After teaching according to a formal lesson plan there should be a place for an assessment, which means determining whether the aims were successfully met and what might be done differently and better next time. The assessment might include rubric evaluation, tests or quizzes.

Informal (alternative) lesson planning

There are situations when standard formal lesson planning is not appropriate. There may be several reasons for it. Teachers may not have time to prepare a formal lesson plan or it might be problematic to write some methodology on a piece of paper into a given table, on a given line or into a column or teachers simply want to create a lesson on the spot. Using alternative lesson plans however is recommended to more experienced teachers rather than to novice ones while new teachers are more likely to get lost when something which is not in their formal lesson plan arise during a lesson.

Scrivener (2011) in his book presents seven reasons why and when teachers use alternative lesson planning and proves facts mentioned above (p. 142).

1. Teachers haven't got the time;
2. the lesson methodology teachers wish to use cannot easily characterised using this (standard) format;
3. it doesn't seem economic or helpful way of describing a lesson's way of working;
4. it might restrict teachers' freedom to respond to learners in class;
5. the lesson content and/or aims will emerge during the class rather than being pre-decided;
6. teachers' priority is to create a specific atmosphere, a certain type of rapport, etc;
7. teachers want to experiment or work on specific aspects of their teaching.

Next to the brief and understandable list of reasons why teachers use alternative lesson plans Scrivener (2011) describes how such plans may be created. He states several methods. One of the easiest one for teachers to create is according to him the alternative lesson plan written on a piece of paper called "running order" which basis is writing several steps of a lesson with short explanations to it. In other words it may look like a list of a few points briefly explained (p. 142).

Another way how to make an alternative lesson plan is simply note what teachers want their students to achieve after the lesson and what are students supposed to know. The importance of writing lesson notes is emphasized in Woodward's (2005) book when she states that "clarifying thoughts by writing them down means students are less likely to get confusing or incoherent message" (p. 198). That means that when teachers write down their lesson plan in informal or alternative way it helps not only them to make a lesson successful but it also helps students to learn.

There is of course the alternative for teachers not to write anything and have the whole lesson in their minds. In this case it is advisable for them to imagine the lesson and think about the way it will be conducted. During this procedure teachers should imagine possible problems that may arise during the lesson and think about different methodology they are able to use.

Evaluation of a lesson plan

After each lesson there should be time for teachers to evaluate whether the lesson and the lesson plan were successful or not. The view of success and failure may be different for various teachers as well as for students. In general however, the lesson is regarded successful when teachers can say if his or her students learned something new during the lesson (Richards and Renandya, 2002, p. 35). Butt (2008) agrees with this idea when he says that "the essential element of evaluation should focus on what the students have learnt and whether we (teachers) can be reasonably certain of the extent of this learning" (p. 98).

Evaluation of a lesson and a lesson plan serves primarily for teachers' development. It explains to him or her, what should be done differently in future lessons in order to be more successful. Butt (2008) proves this fact stating that "lesson evaluation is central to any teacher's professional development" (p. 97).

Richards and Renandya (2002) state several questions to ask after a lesson to reflect on it (p. 35).

- What do you (teacher) think the students actually learned?
- What tasks were most successful? Least successful? Why?
- Did you (teacher) finish the lesson on time?
- What changes (if any) will you (teacher) make in your (teacher's) teaching and why (or why not)?

Asking these questions after every lesson is essential for teachers in order to think about further improvement in lesson planning and teaching.

There are, however, more ways how to evaluate a lesson. Butt (2008) suggests that an effective lesson evaluation can be done by another teacher who monitors his or her colleague's class and reflect on it by feedback. Teachers may also evaluate a lesson by getting back to the original aims and objectives of the lesson and compare them with the result – i.e. whether the aims and objectives correspond with the students' new language knowledge after the lesson (p. 98).

Richards (2015) adds that evaluation of a lesson can be done by “audio or video recording of lessons (p. 186). This is an effective way of evaluation to use when there is no teacher who is able to observe his or her colleagues' lessons. Furthermore it allows teachers to critically see his or her body language or pronunciation for example which might be improved if necessary according to the video or audio recording.

Mishra (2009) calls lesson plan evaluation “self-evaluation” which according to him “takes place after the lesson is over” (p. 246). He contributes to this topic with the suggestion of writing the lesson plan evaluation on a separate piece of paper (teaching log) or to write it directly onto the lesson plan itself if there is space for it. According to him, teachers cannot be successful in their further practice without a proper lesson plan evaluation (p. 246).

This part of the work provides theoretical information about effective lesson planning needed to be understood for interpreting the conducted research focused on the topic of effective lesson planning introduced in further part of this work. It focuses on the importance of pre-planning phase which should not be omitted before the creation of any lesson plan as well as on the planning of a lesson itself. Formal lesson plans together with informal lesson plans are also described in this chapter. The theoretical part of this work ends with the part considering the importance of lesson plan evaluation. The following part of the thesis provides an insight on the methodology of the conducted research, the process of data collection and evaluation as well as on how the research was accomplished.

III. METHODS

This chapter focuses on the methods of the conducted research on the topic of effective lesson planning. It describes the objectives of the research and how the research was conducted. This part of the thesis also deals with the detailed description of methodology and strategies used during the research.

Objectives

The objective of the research was to analyse lesson plans for English classes. The main purpose was to find out, whether lesson plans which are downloadable from the internet without any payment and registration correspond with the theory of effective lesson planning described in the theoretical part of the thesis. The purpose of the research was also to discover if these free and for everyone available online lesson plans may be used without any adjustments in everyday English education. Furthermore, the research focused on the issues of aims and objectives of the lessons provided on the internet especially if the teachers who post lesson plans online state clearly defined objectives which are specific and measurable corresponding with the theory of how aims and objectives are supposed to be introduced.

Research methodology

For the research conducted, I found on the internet twenty-five lesson plans which were analysed according to the rubric that was created specifically for this research. The lesson plans for English classes were downloaded from several websites. I tried to use for the research as many websites providing free lesson plans as possible to have a diverse sample of the various forms and designs of English lesson plans from many different people. However, not many websites visited for the purpose of the research provided lesson plans free of charge or without the necessity to register new users. Therefore not all of the lesson plans analysed in the research are from different websites. In other words, several websites were used to download more than one lesson plan for the analysis. Nevertheless, these websites were chosen rather randomly without any specific restrictions except the mentioned condition that they provided lesson plans for free and without registration.

The evaluation rubric designed for the research consisted of eight categories according to which the downloaded lesson plans were analysed. Seven of the categories were analysed according to three achievement levels of scoring, specifically named “excellent”,

“meets expectation” and “unsatisfactory”. The last category was analysed only using two levels of scoring named “excellent” and “unsatisfactory”.

Categories

The categories of the evaluation rubric were chosen according to the most important elements which, based on the theory, every lesson plan should include. These were “aims, objectives”, “individual students’ needs”, “potential problems”, “main stages of the lesson (opening, simulation, instruction, closure, follow up)”, “materials and resources”, “activities”, “lesson evaluation” and “the amount of detail”.

Aims, objectives. In this category the main purpose was analyse, whether the lesson plans, provided on the internet, have well defined aims and objectives. It means aims and objectives specific and measurable, clearly stated and aims and objectives which provide meaningful learning outcomes. This category is important because, according to the theory, having a well-defined, specific and measurable aims and objectives is essential for conducting a lesson where students’ learning is present.

Individual students’ needs. The category of individual students’ needs dealt with whether the lesson plans provided on the internet take into consideration the fact that every student is different and he or she needs specific approach during lessons. The different approach in a lesson may be conducted by offering activities to students that are of various levels and difficulty so that everybody in the class is able to succeed.

Potential problems. In every lesson, there may occur an unpredictable situation or situations which teachers should deal with. However, it is wise to think about these potential and often problematic situations in advance and note them into the lesson plan. This fact is why the category of potential problems is one of the few most important to include into a lesson plan when the lesson plan is supposed to be effective.

Main stages of the lesson (opening, simulation, instruction, closure, follow up). This category is essential for an effective lesson plan because a lesson which is supposed to be effective must include stages sequenced in a coherent manner. Every stage has a different purpose in a lesson, and one cannot exist without another. By choosing this category in my lesson plan evaluation rubric I tried to analyse whether lesson plans provided on the internet include all the main stages of a lesson well and coherently sequenced.

Materials and resources. No effective lesson can be taught without proper materials and resources. They should be connected to the real world and vary from each other. If it is possible the integration of technology is desirable in an effective lesson. That is why I think

the category of materials and resources is important in defining whether a lesson is effective or not.

Activities. I choose a category of activities as the sixth category of an effective lesson plan to find out if the lesson plans provided on the internet include meaningful, motivating and objective based activities, which are success-oriented and while performing them English language is used most of the times. It is important to analyse if the activities defined are present in the lesson plan to in order to decide whether the lesson plan is effective.

Lesson evaluation. According to the theory, every effective lesson plan should include some form of lesson evaluation which provides an information to teachers whether learning in the conducted lesson was present. It informs students about their progress as well. A proper lesson evaluation must include some forms of formative assessment strategy.

The amount of detail. The last category focused on the amount of detail of a lesson plan. In other words, it informed if the lesson plan provided sufficient amount of information for a teacher to follow it without any difficulties. I chose this category because it is essential to create lesson plans which are easy to follow. Only when this condition is met a lesson plan may be effective. In this category I used only two levels of scoring - “excellent” and “unsatisfactory”.

After creating the evaluation rubric for my research, the following stage was choosing one of the twenty-five lesson plans which I had downloaded for the internet and prove, whether the rubric is well designed. In other words, it means I proved whether the levels of scoring of the evaluation rubric were well defined and categories effectively and appropriately chosen. To prove the validity of the rubric I analysed one of the lesson plans from those provided on the internet using the rubric. However, the evaluation rubric needed to be adjusted for the purposes of the research and the levels of scoring had to be re-defined. Then the final form of the evaluation rubric was created.

After I proved the rubric was well designed, I used the rubric to analyse the rest of the lesson plans according to it.

This part of the thesis focused on methodology used during the research. It included objectives of the research as well as how materials for the research were obtained. It further described the evaluation rubric used to conduct the research and its categories with description of each. In this part of the thesis I also included the evaluation rubric itself. Next chapter of the thesis deals with the results of the research.

Lesson plan evaluation rubric

| | Excellent | Meets expectation | Unsatisfactory |
|---|---|---|--|
| Aims, objectives | Aims and objectives given, clearly stated, well defined, specific and measurable. The plan provides meaningful learning outcomes. | Aims and objectives are given but not well worded/unclear. | Aims and objectives are not stated. |
| Individual students' needs | The lesson offers activities that allow students of different levels to succeed (e.g. open tasks, differentiated tasks, etc.) | Some tasks can potentially allow students of different levels to succeed. | Tasks do not allow for individual differences. |
| Potential problems | Potential problems described in detail with different ways of solution. | Potential problems mentioned. | Potential problems limited or not included. |
| Main stages of the lesson (opening, simulation, instruction, closure, follow up) | All lesson stages included, activities are sequenced in a coherent manner. | All stages included, cohesion not always observed. | Not all stages included. |
| Materials and resources | Connect to "real world" & variety, effectively integrates technology. | Limited materials and/or resources included. | Materials and resources not included. |
| Activities | Meaningful, motivating, objective based, success-oriented, English is used most of the times. | Activities objective based | Activities not objective based. |
| Lesson evaluation | Formative assessment included & consistent with objectives. | Concluding activity included with a lesson evaluation purpose. | No assessment strategies included. |
| The amount of detail | The lesson plan provides sufficient amount of information for a teacher to follow it without any difficulties. | - | The lesson plan does not provide sufficient amount of information for a teacher to follow it without any difficulties. |

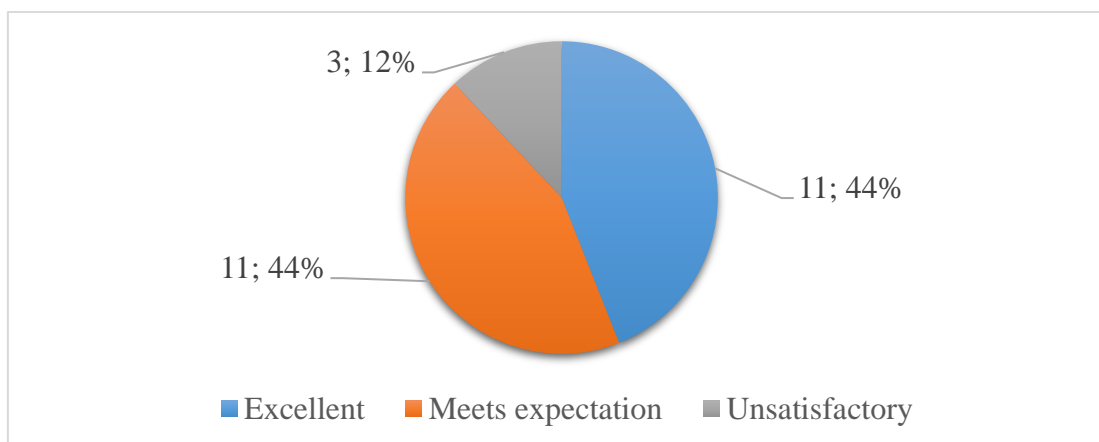
IV. RESULTS AND COMMENTARIES

The purpose of this part of the thesis is to present collected data of the research and comment on them. The data are presented in the form of graphs each representing a category of the lesson plan evaluation rubric designed specifically for this research. The categories are described in detail and the results further commented.

Results

Aims and objectives

The first graph of the research results describes the category “aims and objectives” of the lesson plan evaluation rubric. To reach the excellent level of scoring, the aims and objectives of a lesson plan had to be given, clearly stated, well defined, specific and measurable. The plan provided meaningful learning outcomes. The aims and objectives of a lesson plan in the level of scoring named “meets expectation” were defined as aims and objectives which were given but not well worded or unclear. Aims and objectives which were not stated were marked as unsatisfactory.

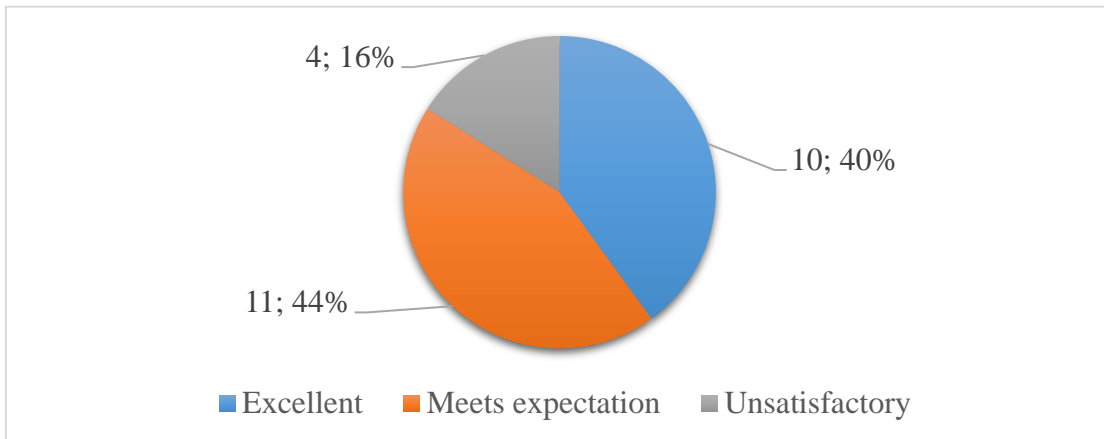


Graph 1: Aims and objectives

Eleven lesson plans, which is 44 %, were graded as excellent when setting aims and objectives. Also 11 (44 %) of the lesson plans belonged to the level of scoring “meets expectation”. Only 3, which is 12 %, of the lesson plans were unsatisfactory when dealing with aims and objectives.

Individual students' needs

This graph represents the category of “individual students' needs”. To reach the scoring level excellent in this category, the lesson plan had to include activities, that allowed students of different levels to succeed. These are for example open tasks or differentiated tasks. A lesson plan which was supposed to meet expectations needed to include at least some tasks that could potentially allow students of different levels to succeed. However, tasks that did not allow for any individual differences were labelled as unsatisfactory.

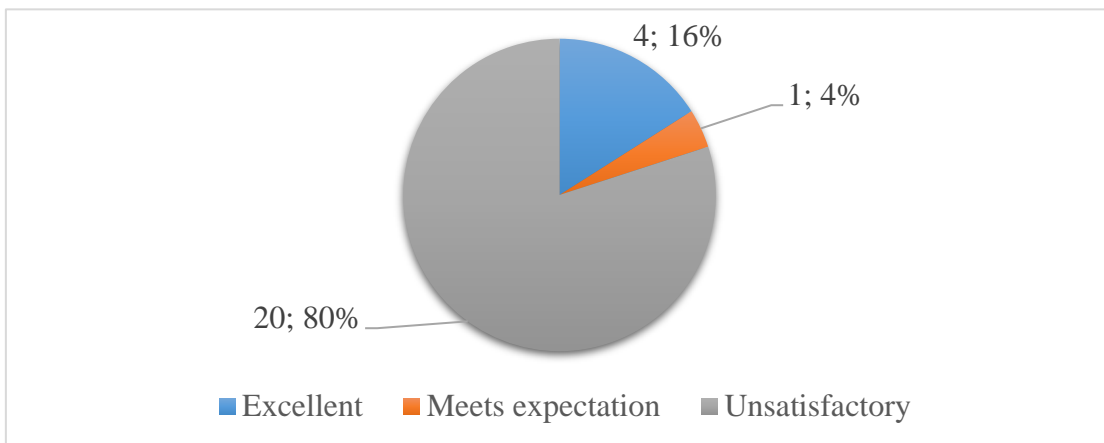


Graph 2: Individual students' needs

The number of lesson plans, which were graded as excellent in terms of individual students' needs was 10, in other words 40 %. 11 of the lesson plans (44 %) met the expectation of individual students' needs. 4 of the researched lesson plans (16 %) were according to the rubric unsatisfactory in terms of individual students' needs.

Potential problems

Potential problems that may occur in a lesson is another category to consider when dealing with effectiveness of a lesson plan. The third graph of the results of the research shows the number of lesson plans according to the scoring level of potential problems. The category of potential problems was marked as excellent in those lesson plans which potential problems were described in detail with different ways of solution. This category met the expectation when there were potential problems mentioned in a lesson plan and when potential problems were limited or not included, this category was graded as unsatisfactory.

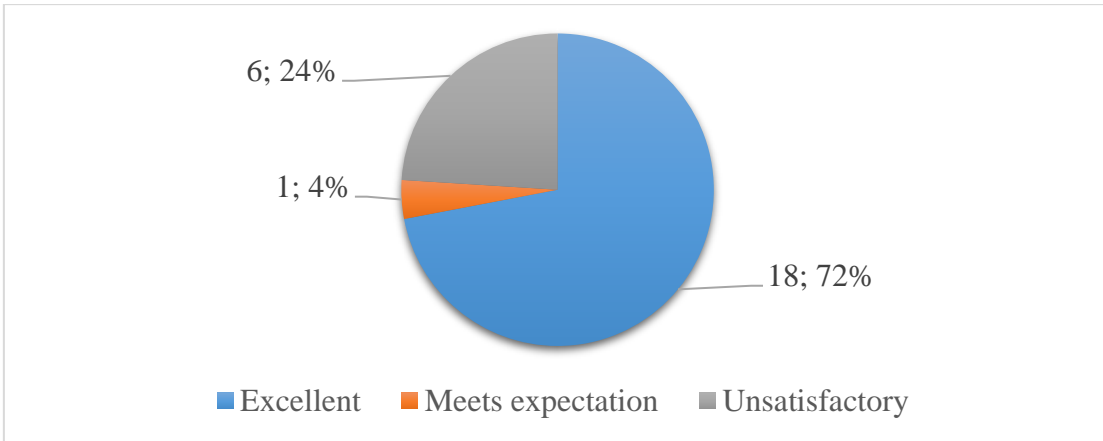


Graph 3: Potential problems

The graph number 3 shows that only 4 (16 %) of the evaluated lesson plans were scored as excellent when dealing with potential problems. 1 of the lesson plans (4 %) met the expectation of potential problems and the majority of 20 (80 %) was unsatisfactory when focusing on potential problems of a lesson.

Main stages of the lesson (opening, simulation, instruction, closure, follow up)

The fourth graph represents the results of the category focusing on main stages of the lesson. A lesson plan, which included all the main stages of the lesson described in the theoretical part of the thesis and the activities performed during those stages were sequenced in a coherent manner, was graded as excellent in terms of this category. When the cohesion of the main stages was not always observed but all of them were present in the lesson plan, this category met expectation. As unsatisfactory, in terms of the main stages of the lesson, were labelled those lesson plans, which did not include all of the main stages of the lesson.

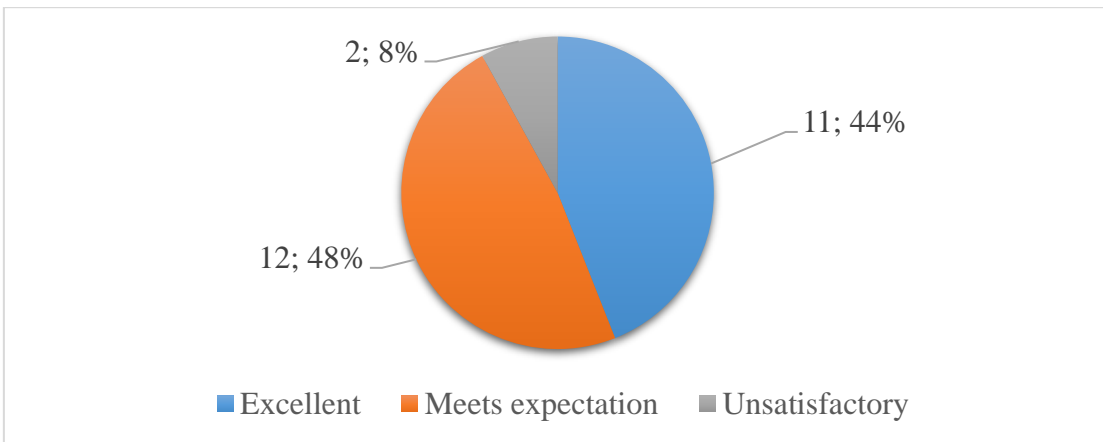


Graph 4: Main stages of the lesson (opening, simulation, instruction, closure, follow up)

As visible from the graph 4, 18 from the 25 analysed lesson plans (72 %) were graded as excellent when dealing with main stages of the lesson. Only 1 (4 %) met the expectation of this category and 6 (24 %) were unsatisfactory – did not include all the main stages of the lesson.

Materials and resources

The graph number 5 shows the results of the category dealing with materials and resources of the researched lesson plans. The “excellent” level of scoring represents those lesson plans, which included variability of materials and resources and which materials were connected to the real world. Those materials and resources effectively integrating technology were also graded as excellent. The lesson plans which included limited materials and/or resources were marked as lesson plans which, according to this category, met expectations. When lesson plans did not include any materials and resources they were graded as unsatisfactory in this category.

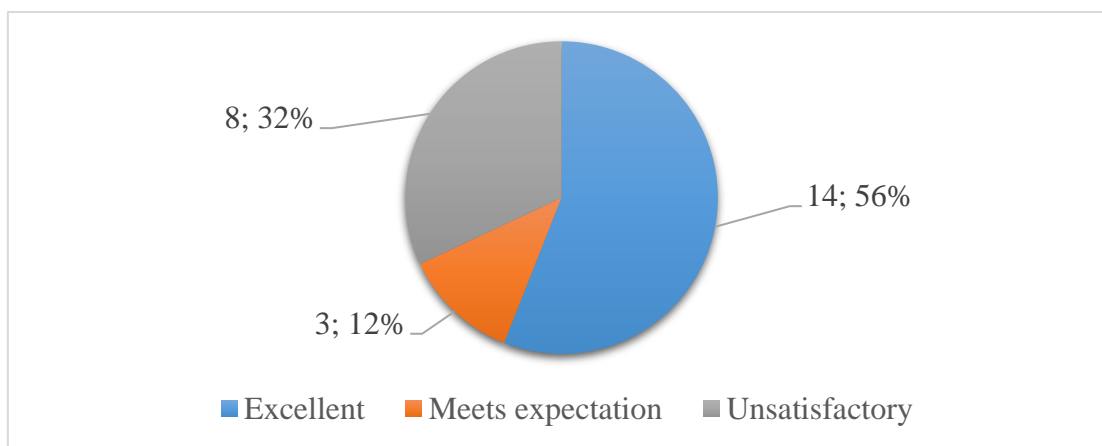


Graph 5: Materials and resources

As seen from the graph above, 11, which is 44 % of the lesson plans, were excellent in terms of materials and resources. Almost the same number, 12 (48 %), of the analysed lesson plans met expectation when dealing with materials and resources and only 2 (8 %) of the lesson plans were unsatisfactory in this category.

Activities

The graph below represents the category dealing with activities. To reach the excellent level of scoring in terms of activities, the activities of the researched lesson plans must have been meaningful, motivating, objective based, success-oriented and English must have been used most of the times during the activities. Activities which were objective based were classified according to the evaluation rubric as the ones that meet expectation in this category. When activities were not objective based, this category of a lesson plan was graded as unsatisfactory according to the rubric.



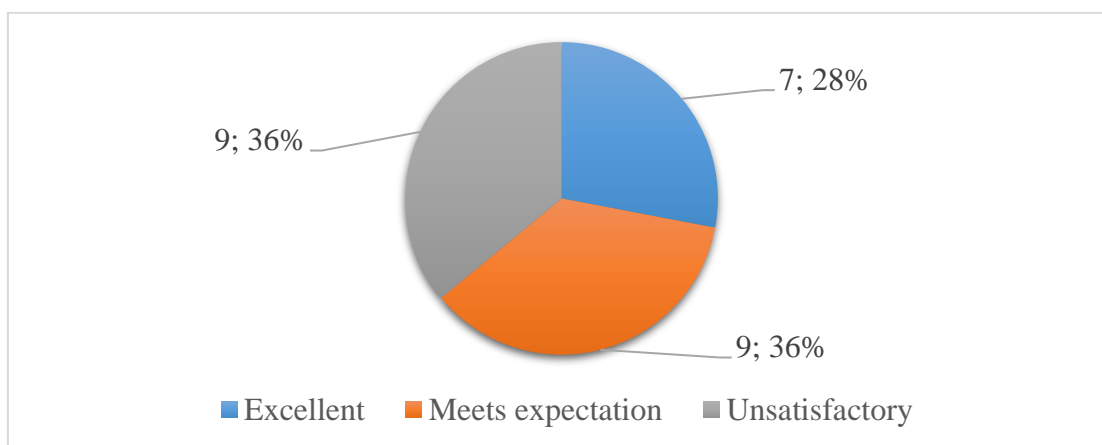
Graph 6: Activities

The graph shows that 14 (56 %) of the lesson plans included activities which correspond with the definition of the excellent level of scoring of this category. 3 (12 %) of the lesson plans analysed met the expectation level of scoring when dealing with activities and 8 (32 %) of the lesson plans contained activities which were unsatisfactory.

Lesson evaluation

This graph represents the results of the category lesson evaluation. The excellent level of scoring in the category of lesson evaluation was described as the one that included formative assessment and was consistent with objectives. When a concluding activity with a lesson evaluation purpose was included the lesson plan met expectation of this category.

Unsatisfactory lesson plans according to the category of lesson evaluation were those in which no assessment strategies were present.

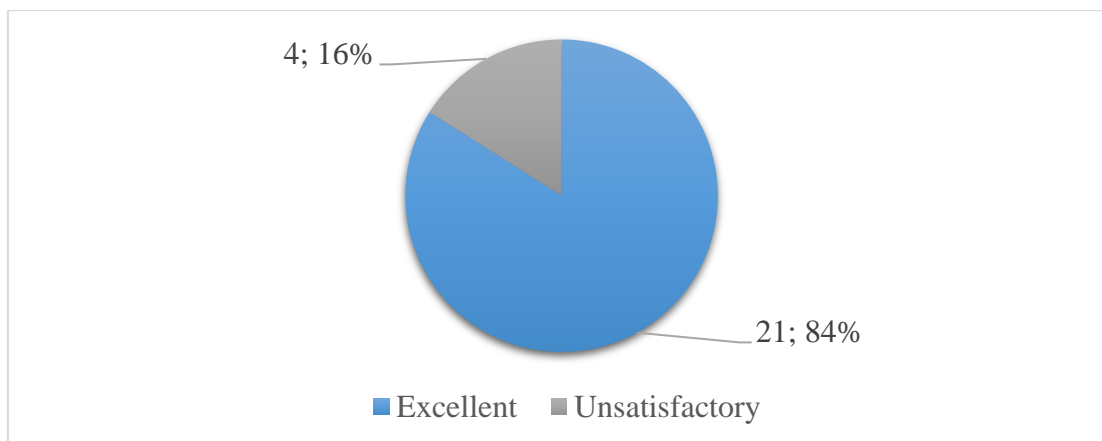


Graph 7: Lesson evaluation

The graph 7 shows, that 7 of the researched lesson plans, which is 28 %, were graded as excellent in terms of lesson evaluation. 9 (36 %) of the lesson plans met expectation when dealing with lesson evaluation and 9, also 36 %, of the analysed lesson plans were unsatisfactory in the category of lesson evaluation.

The amount of detail

In the category considering the amount of detail of the lesson plan I used only two levels of scoring, so the analysed lesson plans were either excellent or unsatisfactory according to the amount of detail. To be excellent, the researched lesson plans were supposed to provide sufficient amount of information for a teacher to follow them without any difficulties. Unsatisfactory lesson plans according to this category were those which did not provide sufficient amount of information for a teacher to follow them without any difficulties.



Graph 8: The amount of detail

The graph above shows that 21 (84 %) of the researched lesson plans were excellent in terms of the amount of detail they provided, however, 4, which was 16 % were unsatisfactory.

Commentaries

This part of the chapter is dedicated to the commentaries of key findings of the research and the data presented in the previous part of the thesis in the graphs. Aims, objectives and activities of the researched lesson plans are commented specifically in one part of this chapter. It is followed by the most important key findings of the research.

Aims, objectives and activities of researched lesson plans

The research showed that for many teachers who post their lesson plans on the internet for everybody to download freely setting aims and objectives properly according to the theory might be problematic. If we inspect the graph 1 in the section of results it is obvious that 44 % of the teachers posting their lesson plans on the internet are not able to define specific, clearly stated and measurable aims and objectives with meaningful learning outcomes. If teachers whose aims and objectives are not even stated in their lesson plans are counted together with the teachers who are not good in defining aims and objectives, the number is even higher.

The most problematic is, according to the research, the fact that most of the teachers substitute the aims and objectives for the topic of a lesson or for a description of what students will be doing in the lesson. This may be proved in the analysed lesson plan 2 (see appendix) when the author of the lesson plan states that one of the three aims of the lesson

is “to work in teams to reach agreement”. It is in fact a description of what students are supposed to do during the lesson and not the aim. Similar problem is for example in the lesson plan 17 (see appendix) when the author describes the aims of the lesson as “to revise “Wh” question forms in the past”. Again, this is rather a description of what the students will be doing in the lesson not a well-defined aim of the lesson.

The fact that 14 teachers out of 25 whose lesson plans were analysed were not able to define specific aims and objectives or even mention them in their lesson plans also influences their choice of activities planned for their specific lesson. If the lesson does not include specific lesson aims and objectives the activities done during the lesson might be pointless. However, when the aims and objectives of the lesson in the conducted research were in the category of aims and objectives graded as “meet expectation” (meaning the aims and objectives were unclear or not well defined) the category of aims was not automatically graded as “unsatisfactory”. In those cases, I focused rather on the fact if the aims corresponded with those not well-defined objectives in any way and if yes, the category of activities might have been graded as “excellent” or “meet expectation”.

It is hard to explain why the number of teachers who cannot specify aims and objectives in their lesson plan correctly according to the theory is more than 50 %. One reason might be the fact that many teachers are not accustomed to creating well-defined aims and objectives during their lessons and therefore they do not know the direction of the lesson. Furthermore, the students of those teachers do not know where they are heading in their language learning and might see the lessons without well-created aims and objectives meaningless. The other fact why the problem of setting specific aims and objectives occur so often might be the indolence of the teachers who teach their lessons as a routine and do not think about all the components of an effective lesson plan they need to include in their lesson plans when preparing lessons. Nevertheless, well-defined objectives and aims certainly belong into the components of an effective lesson plan.

The results of the category “aims and objectives” were surprising. According to the theory setting proper aims and objectives is essential for learning to be present in a lesson. However, as the research proves, the majority of the teachers who post downloadable English lesson plans on the internet is unable to set aims and objectives properly.

Key findings

The research proved that most of the English lesson plans which are downloadable from the internet for free do not correspond with the theory of effective lesson planning. In

other words, teachers who want to teach according to the lesson plans which they are able to download from the internet need to adjust them in certain ways to ensure their lessons taught by these lesson plans will be effective. The most problematic part of the lesson planning for teachers who post their lesson plans on the internet, according to the research, is the absence of the information about potential problems that may occur in the lesson. From the graph 3 it is visible that 80 % of the lesson plans analysed for this research do not include any potential problems. This is the highest number of “unsatisfactory” level of scoring from all of the categories according to which the lesson plans were analysed.

On the other hand, the highest number of the “excellent” level of scoring according to which the lesson plans were analysed reached the category of the amount of details the lesson plans provided. 84 % of the lesson plans in the research provided sufficient amount of information for teachers to follow them without any difficulties, which was the condition to label a lesson plan to be “excellent” in terms of the amount of detail. However, lesson plans which provided sufficient amount of information for teachers to follow them without any difficulties were not necessarily effective according to the theory of effective lesson planning.

Another important fact which the research showed is that the lesson plans provided on the internet do not show any significant patterns and similarities in the level of scoring of the categories. In other words, the assessment of individual categories is not interconnected, as lesson plans with one category evaluated as excellent did not necessarily qualify as excellent in other categories. To be more concrete and to provide an example, scoring a category of aims and objectives or any other category as “excellent” in an analysed lesson plan does not necessarily indicate that the category of activities, lesson evaluation etc. will also be graded as “excellent”.

As explained in the theoretical part of the thesis “the main body of a formal plan lists the activities and procedures in the lesson, together with the time we expect each of them to take” and the information about “who will be interacting with whom” (Harmer, 2007, p. 374). However, the research showed, that the information about time duration does not appear in the analysed lesson plans most of the time. Only five (20 %) of the analysed lesson plans used in the research included the information about the duration of activities. With the time aspect of the activities relates the fact that none of the analysed lesson plans contained additional activities which might be performed when the main activities of the lesson are all done in less time than expected.

The design of the analysed lesson plans varied significantly. According to the research each website providing free lesson plans has its own method and pattern of how teachers who post their lesson plans there should create the plans in terms of visual appearance and layout. Nevertheless, the design did not always support the effectiveness of the lesson plans analysed. In other words, teachers who are not accustomed to the design of lesson plans provided by a certain website might have problems with orientation in the text and effectively use the lesson plans in their own classes.

Summary of the results

As stated in the methodology part of the thesis the main purpose was to find out, whether lesson plans which are downloadable from the internet without any payment correspond with the theory of effective lesson planning described in the theoretical part of the thesis and to discover if these free and for everyone available online lesson plans may be used without any adjustments in everyday English education. The third objective of the research focused on the problematic of aims and objectives of the lessons provided on the internet especially if the teachers who post lesson plans online give clearly defined objectives which are specific and measurable corresponding with the theory of how aims and objectives are supposed to be defined.

To summarize the results and findings of the research it is to say that the lesson plans downloadable from the internet do not correspond with the theory of effective lesson planning. In other words, the lesson plans provided on the internet do not include well-stated and defined information with such quality to be labelled as effective. This information leads to the fact that these lesson plans provided on the internet cannot be used without adjustments in lessons conducted by those who download them from the internet in order to be effective according to the theory. The last important finding to summarize is that 44 % of aims and objectives of the lessons provided on the internets were not well defined, specific and measurable. 80 % of the teachers posting lesson plans online also did not include in their lesson plans potential problems that may occur during the lesson.

In this chapter the results of the research were presented in the form of graphs. The results were further commented, and the key findings of the research were described in detail. At the end of the chapter, summary of the researched questions was conducted. The following part of the thesis is focused on the implications of the research including pedagogical implications, limitation of the research and suggestion for further research

V. IMPLICATIONS

This part of the thesis deals with implication of the research such as pedagogical implications but also limitations of the research and suggestions for further research.

Pedagogical Implications

In the world of today there are many opportunities how teachers all around the world are able to share their ideas, knowhow, experiences or materials with each other. As the research showed sharing lesson plans on the internet for free and providing them to other teachers might be one of the benefits of contemporary world filled with new technologies. However, as the results of the research showed, the materials provided freely on the internet from teachers to teachers might not be without mistakes.

When using materials downloaded from the internet, in the case of the research lesson plans, teachers should critically evaluate whether particular lesson plans they want to use in their lessons correspond with the theory of the effectiveness of lesson planning. The evaluation is essential in order to effectively teach lessons using lesson plans provided on the internet, in other words, to teach lessons where students' learning is present. Every teacher should use a similar evaluation rubric as presented for the research of this thesis for critical evaluation of the lesson plans, they want to use in their classes, from all different points of view. According to this evaluation teachers must adjust and correct mistakes in the lesson plans in order to teach them effectively.

Another fact is, that during the research I sometimes encountered a webpage which provides effective lesson plans but also ineffective ones. The websites which provided the lesson plans for the research did not have a quality standard of the downloadable lesson plans. It means these websites provided well designed lesson plans but also not so effective ones. This might suggest that teachers should be careful about which websites they use for downloading lesson plans and should not rely on the quality standard of the lesson plans the websites provide.

When creating lesson plans teachers should always think about the aims and objectives of the lesson and define them properly, because according to the research, teachers of English very often do not include well-defined aims and objectives into their lesson plans. However, they must accustom the habit of defining aims and objectives in their lesson plans while it may significantly increase the effectiveness of their teaching.

Limitation of the Research

The research has obviously its limitations and this fact must be taken into consideration when interpreting the results properly. First the number of websites which provide materials and lesson plans for teachers on the internet is larger than those which were used for downloading lesson plans for the research of this thesis. These websites are for example those which needed registration of a user before downloading lesson plans. Lesson plans from such websites were not included in the research.

Second the number of the analysed lesson plans is not sufficient for determining the effectiveness of all the lesson plans which are on the internet provided for downloading. The research analysed only 25 lesson plans which means the majority of the lesson plans provided on the internet was not included in the research. The results therefor might lead to overgeneralization and simplification.

Another limitation of the research might be the fact that evaluation of the lesson plans might be rather subjective even with the use of lesson plan evaluation rubric. In other words, labelling or scoring the categories of the effective lesson plan rubric as “excellent”, “meets expectation” or “unsatisfactory” might be differently done by one person conducting the research and other even if the definitions of each level of scoring of the categories are present in the evaluation rubric. Sometimes even with the definition it was difficult to determine whether a specific category in a specific lesson plan should be labelled as “excellent”, “meets expectation” or “unsatisfactory”.

During searching for appropriate lesson plans on the internet a significant problem occurred. Many of the websites visited with the purpose of downloading lesson plans for the research claimed, except for registration, extra money to allow downloading of the lesson plans. Due to this fact the number of websites with probably highly effective lesson plans potentially useful for the research was restricted.

Suggestions for Further Research

The research might be further expanded in terms of enlarging the number of lesson plans used for evaluation. The thesis analysed only 25 lesson plans and with the larger number of evaluated lesson plans, the research might be more valid.

The idea of analysing lesson plans of teachers from one school might be another beneficial form of modifying or further developing the research. The results then might be compared with other teachers from different schools. These researches might serve as a formative assessment strategy for the teachers to get to know how effectively they are able

to create effective lesson plans. These teachers may further conduct necessary actions to improve themselves in creating effective lesson plans.

This chapter explained how teachers might benefit from the research. Further it focused on the limitation of the research and how it might be further extended. Next chapter will be dedicated to the conclusion of the thesis.

VI. CONCLUSION

The theoretical background and the research of the thesis both focused on the effective lesson planning. The part of the work containing theory explained the main principals which the effectiveness of lesson planning is based on including the importance of a well-designed lesson plan and all aspects which must be included in a lesson plan in order to be effective.

The next part of the thesis was devoted to the research of whether lesson plans freely provided on the internet from teachers to other teachers correspond with the theory of how effective lesson plans should be created. The main questions of the research were if the provided lesson plans on the internet for free may be used in classes of other teachers without any additional adjustments. It further focused on the question if teachers designing lesson plans and providing them online for everybody are able to define aims and objectives of a lesson which are clearly stated, specific and measurable.

I researched 25 lesson plans which had been downloaded from websites providing lesson plans without any charges and without the need of registration. These lesson plans were then analysed and evaluated according to the evaluation rubric specifically designed for the purpose of the research. It included eight categories named “aims and objectives”, “individual students’ needs”, “potential problems”, “main stages of the lesson (opening, simulation, instruction, closure, follow up)”, “materials and resources”, “activities”, “lesson evaluation” and “the amount of detail”. The categories were scored according to the levels of scoring, which were described for each category differently. The levels of scoring were “excellent”, “meets expectation” and “unsatisfactory”.

The research was commented, and key finding described in detail. The end of the thesis was dedicated to the pedagogical implications, limitation of the research and suggestions for further research.

The results of the research showed that 44 % of aims and objectives of the lessons provided on the internet are not well defined, specific and measurable and that the lesson plans need further adjustments in order to be effective according to the theory. Further analyzations conclude that the design of the analysed lesson plans vary significantly according to the website from which they were downloaded. The design of the lesson plans however does not always support the effectiveness of the lesson plans. The research also shows that 80 % of the lesson plans provided on the internet do not include potential

problems that may occur during the lesson and further additional activities which may be done after all the main activities of the lesson are successfully performed.

The research might be useful for teachers to realize that not every material and every lesson plan they are allowed to download from the internet is done correctly and effectively. In other words, they cannot use lesson plans from the internet without any adjustments and must always focus on aims and objectives of their lessons in order to provide meaningful learning outcomes.

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APPENDIX 1

Lesson plan 1

Příprava na hodinu anglického jazyka

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IKS 2.roč.

ročník: 6. (žáci, kteří se učí povinně 3.rok)

úroveň žáků: průměrná, jedná se o žáky, kteří nebyli vybráni do jazykové třídy

učebnice: PROJECT 1 (žáci předchozí dva roky užívali učebnic CHIT CHAT1,2)

cíl hodiny: seznámit a procvičit předložky **on, in, under** a **množné číslo**

podstatných jmen

hodina: gramatická

ÚVOD

pohybová činnost (probíhá s malými obměnami v každé hodině)

- *Stand up, sit down on the desk, on the floor, on the carpet, stand up on the chair, on the desk, point to*
- *Put your pencil case on the desk, on the floor, put your shoe in your desk, in your bag*
- Conversation (*name, age, family...*)
- Podle obrázků opakování slovní zásoby lekce
- Žáci ve dvou řadách, název obrázku říkají pouze první, kdo je první, získává bod pro své družstvo.

INTRODUCTION NEW GRAMMAR – preposition on, in , under

- Za použití krabice a hraček a jiných předmětů v ní dávám hádanku: *What is in the box?* a postupně vytahuji jako překvapení s větou: *The dog is in the box* a dávám na lavici a židli- *Now it is on the desk.* (Vytáhnu postupně ostatní předměty)
- Hádanky na předměty, které změnily svoje místo: *What is in the desk? What is under the chair? What is on the desk?*
- Napíšu a naučím otázku *Where is the cat, the watch, the toothbrush.*
- Práce s učebnicí s. 14, popis polohy kočky na různých obrázcích.
- Práce ve skupinách po 3-4 žácích: *Draw a box in the middle of the paper. Draw a cat, toothbrush* (slovíčka osvojená v předchozích hodinách) *on, in or under the box.* – potom se budu ptát jednotlivých skupin *Where is the cat, the watch, the toothbrush...?*
- Writing: Ve skupinách si žáci napíšu několik vět podle toho, jak si obrázek namalovali. (Na tabuli bude vzorová věta – *The cat is in the box.*)

INTRODUCTION NEW GRAMMAR – množné číslo podst. jmen

- Na tabuli budou obrázky slovíček z této lekce z předchozích hodin, nechám žáky chvílku dívat a potom schovám: *Write the words which you remember.* (do sloupečku)- obsahuje i podstatná jména s nepravidelným množným číslem (*man, foot, child*)
- Seznam zkontrolujeme a doplníme, zopakují pravidlo tvoření množného čísla u pravidelných podstatných jmen, do druhého sloupečku napíšeme správné tvary.
- Seznámení s množným číslem nepravidelných podstatných jmen a společné doplnění

ZÁVĚR

- cvičení v pracovním sešitě s. 12 (popis poloh předmětů pomocí předložek a tvoření množného čísla podle obrázků) – nejdříve procvičení ústně, poté písemně (DŮ)

Přílohy: kopie stran z učebnice a pracovního sešitu.

Prohlašuji, že jsem tuto práci vypracovala samostatně pouze s použitím uvedených učebnic.

Under
Where are the things?

1 The apple _____ is on the table.

2 The dog is _____

3 The bag is _____

4 The umbrella _____

5 The book _____

6 The picture _____

7 The box _____

Plurals
Label the pictures.

1 _____ three pens _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

PREPOSITIONS

1 Listen and repeat.



The mouse is **in** the box.
The box is **on** the table.
The cat is **under** the table.

2 Work with a partner. Ask and answer.

Where is the mouse?
Where is the cat?

Example

- Where is the cat in picture one?
○ It's on the chair.



3 Write two sentences about each picture.

Example

- The cat is on the chair.
The mouse is ...

14

PLURALS

How do we make plurals?

1 Look.

| Singular | Plural |
|----------|-------------|
| a dog | two dogs |
| a girl | three girls |
| a book | four books |

2 How many of these things are there in your classroom?

Example

There are twelve boys.

boys windows desks chairs
girls doors pictures bags

Be careful with these plurals.

3 Listen and repeat.

| Singular | Plural |
|--------------|--------------------|
| an orange | two oranges |
| a watch | three watches |
| a glass | two glasses |
| a box | two boxes |
| a toothbrush | three toothbrushes |
| a man | two men |
| a woman | two women |
| a child | three children |
| a foot | two feet |
| a tooth | two teeth |
| a mouse | two mice |

Lesson plan 2



Topic

Names of the months - significance

Aims

- To develop and practise speaking skills
- To learn some interesting cultural and historical facts
- To work in a team to reach agreement

Age group

Teenagers and adults

Level

A2 +

Time

45 – 50 minutes

Materials

Game cards sheet (1 per group)
Answer key (1 per group)

Introduction

All over the world we have unique names for the months of the year, often with historical or cultural references. This game encourages students to think about these references at the same time as they play a game.

In this lesson students play a fun quiz-based card game in groups. They have to discuss three facts about each month and guess which fact is false. Students play in groups of odd numbers so that they are forced to reach agreement. The information is meant to be informative and fun.

For homework, or as a follow-on classroom task, students find out some background information about different calendars in other cultures.

| | |
|--|---|
| <p>January</p> <ul style="list-style-type: none"> a. January is named after the Roman god <i>Janus</i>. He was a god who looked after new beginnings. b. <i>Janus</i> had a second role. He guarded doors into and out of all kinds of places. c. A <i>Janus</i> word is a word that is spelled the same forwards and backwards, e.g. radar. | <p>February</p> <ul style="list-style-type: none"> a. February is named after the Roman goddess, <i>Febronia</i> who protected wildlife and gave people good health. b. February is named after a special feast, called the Feast of Februa, that took place during this month. c. February is National Grapefruit Month, a food holiday when people are encouraged to eat more citrus fruit. |
| <p>March</p> <ul style="list-style-type: none"> a. In Ancient Times the month of March was the last month of the year. b. The month of March is named after the Roman god of war, <i>Mars</i>, from the original Latin word <i>Martius</i>. c. March is <i>National Noodle Month</i> in some countries around the world when people are encouraged to eat lots of noodles. | <p>April</p> <ul style="list-style-type: none"> a. The month of April comes from the Latin <i>Aprillis</i>, the fourth month of the ancient Roman calendar. b. April is named after <i>Aprilia</i>, the Roman god of speed. c. In old English, April was called <i>Eastermondab</i> (Easter month). |
| <p>May</p> <ul style="list-style-type: none"> a. The month of May is named after the Greek god <i>Mayo</i>. b. The month of May is named after the Greek goddess <i>Maya</i>. c. <i>Mayo</i> (or <i>Maya</i>) was the child of Atlas and Hermes. | <p>June</p> <ul style="list-style-type: none"> a. June is named after the Roman god <i>Juno</i>, wife of Jupiter, goddess of marriage and childbirth. b. June used to be called <i>the midsummer month</i>. c. June used to be called <i>the wedding month</i>. |

| | |
|---|---|
| <p>July</p> <ol style="list-style-type: none"> July was named after <i>Julius Caesar</i> after he died in the year 44 BC. July is <i>family fun month</i> when people are encouraged to do fun things with their family. July is <i>anti-boredom month</i> when people are encouraged to do things to stop getting bored. | <p>August</p> <ol style="list-style-type: none"> In the 8th century BC the first Roman emperor <i>Augustus</i> died. To honour their leader, the Romans decided to name a month after him. They chose the 8th calendar month because the emperor had won eight great battles in his lifetime. In English, august also means <i>respected</i>. |
| <p>September</p> <ol style="list-style-type: none"> September comes from the Latin word <i>septum</i> which means seven. It used to be the 7th month in the Ancient Roman calendar. In Old English September used to be called <i>thrimilce</i> (three milk) because cows gave milk three times at this time of year. In Old English September used to be called <i>haligmonath</i> (Holy month). | <p>October</p> <ol style="list-style-type: none"> October was named after <i>Octogen the Great</i> defeated Darous III of Persian in the year 331 BC, causing the fall of the Persian Empire. October comes from the Latin word <i>octo</i> which means eight. The name was chosen because it used to be the 8th month in the Ancient Roman calendar. October comes from the Latin word <i>octo</i> which means eight. The name was chosen because there are eight full moons each October. |
| <p>November</p> <ol style="list-style-type: none"> In some countries November is <i>National Blog Posting Month</i>. November comes from the Latin word <i>novem</i> which means nine. It was once the 9th month in the Ancient Roman calendar. November is the month of the year when most babies are born across the world. | <p>December</p> <ol style="list-style-type: none"> December comes from the Latin name <i>Decima</i> who represents the present time. December used to be the 10th month in the old Roman calendar which had only 304 days. In Old English, December used to be called 'Blotmonath' (blood-month). |

Lesson plan 3



Example of a Good Lesson Plan

| | |
|--|--------------------------|
| Lecturer's name: | Date: |
| Course: Cert Ed/PGCE year 1 | Duration: 2 hours |
| Subject/Unit: 7LLS415- PEL | Level: 4 |
| Topic: Lesson planning | |
| Aims of lesson: To plan & structure learning activities through developing a lesson plan | |
| Lesson objectives: Students will be able to... Write a lesson plan to structure effective student learning | |
| Assumed prior knowledge: Trainees are existing teachers & may have some knowledge about the subject Aims & objectives covered in the morning session | |
| Resources: Whiteboard pens; flip paper; blue tac; register; 4 handouts; 1 worksheet; 2 lesson plan pro-formas per person; Powerpoint presentation & memory stick; Copy of Powerpoint as handout; computer & projector to be booked; assignment handout | |
| Assessment (how learning will be recognised) Lesson planning in class; tutor observation; draft lesson plan produced and lesson plan for microteaching | |
| Differentiation (addressing all learners' needs) Planned groups Different learning styles - Visual - Powerpoint presentation & handouts; Auditory –listening & speaking in pairs & class discussion Targeted questioning | |
| Skills for Life / Key Skills to be addressed Communication/literacy analyzing information regarding strengths & areas for development in draft lesson plan; speaking & listening in pairs; selecting appropriate verbs to use as objectives; | |
| Number/ numeracy - none in this lesson | |
| Information Technology - - lesson plan to be word processed as assignment. Resources to be accessed on Moodle | |

| Time | Content & Teacher Activity | Student Activity | Resource |
|--|--|--|---|
| 12:45 | <ul style="list-style-type: none"> Register Recap on aims & objectives- put into pairs; monitor pair work | Explain to each other the difference between aims & objectives & give an example of each linked to their subject | Register |
| 12:52 | <ul style="list-style-type: none"> Tell students aims of session Allocate groups of 3- - discuss how you plan your lessons at present- monitor work | Watching & listening Buzz activity | Powerpoint & Handout |
| 12:55 | <ul style="list-style-type: none"> Teacher input & Q&A- on how to plan lessons | Listening & watching & answering questions | Powerpoint; lesson plan pro-forma; 2 handouts |
| 13:10 | <ul style="list-style-type: none"> Allocate pairs- look through lesson plan sample & analyze the strengths & areas for improvement for the lesson plan- monitor work | Working in pairs- using the pro-forma to compare what should be there | Lesson plan sample |
| 13:20 | <ul style="list-style-type: none"> Feedback- 1 good point & 1 area for improvement from each pair | Feedback | |
| 13:25 | <ul style="list-style-type: none"> Working individually or in pairs around subject specific areas- plan a 1 hour lesson for your subject using the pro-forma- monitor & support work | Lesson planning | |
| 14:25 | <ul style="list-style-type: none"> Feedback – any questions/issues Sum up & review objectives of lesson | Feedback, ask questions Watch & listen | Powerpoint Assignment handout |
| 14.45 | <ul style="list-style-type: none"> Go through assignment & clarify date to be handed in | Watch & listen & ask questions | My lesson plan handout as example |
| 14.55 | <ul style="list-style-type: none"> Recap of today's session- ask each 1 thing they have learnt today Next session we are going to look at analysing who your learners are towards and their motivation | Offer answers listen | |
| Homework/assignments set: Draft lesson plan- | | Hand in date: | |

Source:

https://www.harrow.ac.uk/images/international/he/Young_Learner_in_FE/Assignments/Ex_Good_Lesson_Plan.pdf

Lesson plan 4

1.1

Vocabulary, listening and speaking: parts of the body and *can*

Objectives

Grade 1 curriculum standards **1.2, 3.1, 4.1, 4.3, 4.5, 5.1, 5.2, 6.5**

- Name parts of the body and express ability with *can*.
- Follow simple commands and answer questions.
- Follow, participate in and repeat an action rhyme.

Presentation / Practice

Resources

Cardboard figure with detachable parts; magnet or felt board

Vocabulary

eyes
mouth
ears
nose
hands
feet

Revision vocabulary
(to) see

Picture cue drill

Construct a cardboard figure that sticks to a felt board or a magnetic board with detachable eyes, mouth, ears, nose, hands, and feet. Hold up each part of the body before sticking and ask the following questions.

- **What's this?** It's a nose; it's a mouth
- **What are these?** They're eyes; they're ears; they're hands; they're feet

When the students offer the word in Arabic, say the word for them in English. Get them to listen to it two or three times before repeating it. Drill the words until the students have learned to say and identify the parts of the body with ease.

Labelling

Remove the eyes, mouth, ears, nose, hands and feet. Ask individual students to come to the front and stick back on the body parts as instructed. Don't hold up the body part in question when naming it; leave them in a pile on the table.

Faleh, put the nose on.

Isa, put the feet on.

Teacher's script

Put the nose on.

Put the feet on.

Put the hands on.

Put the mouth on.

Put the eyes on.

Put the ears on.

Take one hand off.

Take the other hand off.

Take the feet off.

Put one hand back.

Take the ears off.

Take the nose off.

Put the nose back on.

Take the nose and the mouth off.

Slap the board

When the cardboard figure has been fully reconstructed on the felt board or the magnet board, select two teams of five. Draw a 'starting line' on the floor about two metres from the board and stand the teams behind it. Get the first member of each team to approach the board. Call out one of the new words (e.g. nose). The first student to slap the correct part of the face on the board wins a point for their team. The winner goes to the back of the line and the loser goes back to his or her seat and is replaced by someone new from the class. The next couple step up to the board and the teacher calls out another word. Once the class sees how to play the game, get students who are not in either team to call out the body part words. Continue playing until everyone has had a go or the vocabulary is thoroughly practised. The team with the most points wins.

Practice / Production

Matching

Elicit in Arabic and then translate into English the verbs that go with various parts of the body.

eyes – see, mouth – talk, ears – hear, feet – walk

It is not important that students learn all the verbs actively but it is important that they understand them before repeating the rhyme that follows. Get the students to think of a hand or finger mime for each action. Practise saying the verb aloud in English and getting the students to respond by doing the mime. Keep to the order of the verbs in the rhyme to make things easier.

| Teacher says | Students do |
|--------------|--|
| see | <i>shade their eyes with their hand</i> |
| talk | <i>make a talking mouth gesture with their thumb and fingers</i> |
| hear | <i>cup their hand to their ear</i> |
| walk | <i>make their fingers do the walking</i> |

Action rhyme

Get students to listen to the rhyme.

Teacher's script

We have eyes and we can see.

We have mouths and we can talk.

We have ears and we can hear.

We have feet and we can walk.

Say it a few times, pointing to your own eyes, mouth, ears, feet and doing the accompanying mime for see, talk, hear, walk. Then get students to repeat the rhyme with you. While they practise repeating it, get them to point to each part of their own body as it is mentioned and do a mime for each verb.

Feedback

Go back over the vocabulary by pointing to your own eyes, nose, mouth, ears, hands, feet and getting students to name them.

Summary for students

In Arabic

Today we talked about the things the different parts of our bodies can do. What can my eyes do? What can my ears do? What can my mouth do? What can my feet do? Can you remember the rhyme? Say it again for me.

Lesson plan 5

Lesson Plan : Interactive Body Parts

Teacher Name: Maria Alfonso
Grade: Grade 1
Subject: Language Arts

| | |
|----------------------|--|
| Topic: | This lesson is an interactive way to introduce body parts to first graders. After students are introduced to new vocabulary, they work in pairs to construct and label twenty body parts on a life-size outline of their bodies. |
| Content: | Hair Nose Forehead Ears Eyes Cheeks Mouth Teeth Chin Shoulders Arms Hands Fingers Chest Stomach Hips Legs Feet Toes Elbows |
| Goals: | 1.Knowledge: Will be able to name and locate body parts that were taught in the lesson. 2.Comprehension: Will give an example of what each body part is for and describe how he wears shoes to protect feet and helmet to protect head. 3.Application: Child should be able to role play simple things like drinking from a cup or brushing teeth. Also should be able to show how he physically traced his partners outline. 4.Analysis: Should identify that the outside of the body on the left and right are symmetrical to each other. 5.Synthesis: Child should come up with his very own unique alien and describe how it uses its body parts. 6.Evaluation: Should try to express how he feels if he were to be missing an arm or leg and will also share how they would use helmets, knee pads and other equipment to take care of the body while playing sports. |
| Materials: | Sheets of paper, precut 4 1/2ft (one per student) Markers and crayons Copy of Body Parts vocabulary (one per pair) Song, "Hokey Pokey", Silver, Burdett & Ginn Inc., 1989 or book "Me and My Amazing Body" by Joan Sweeney Chart paper Scissors Colored yarn (for hair) Glue Outline of a body, sample (to be used by the teacher) Checklist with assessment You should have the papers precut to 4 1/2ft in height for students to lay out on floor and be able to trace each other on the paper. A sample should be displayed so students can see the outcome of the outline and be able to identify each body part. |
| Introduction: | This lesson should be started by using the song "Hokey Pokey" and letting the students demonstrate what body parts they already know or you may want to read "Me and My Amazing Body". Either way you choose to begin the lesson is very much fun and will motivate the students to learn and explore different body parts and their functions. |
| Development: | Play the Hokey Pokey song. Demonstrate motions to the song and ask children to participate. Ask students to name the body parts they heard in the song. List student responses on a vocabulary chart titled Body Parts. Introduce the outline of the body (your sample). Tell the children that this is an outline of a body without the parts. Ask the students to help you label the outline with the body |

| | |
|------------------------------------|---|
| | parts from the song. Ask students to tell you what body parts are still missing on the body outline. As students generate missing body parts, write the word on the Body Parts vocabulary chart and then on the body outline. |
| Practice: | Place children in groups of two. Inform students that they are going to make their own life-size body outline with 20 body parts drawn and labeled. Pass out a large sheet of paper approximately 4 1/2 ft per child. Ask each child to lie down on the paper while his/her partner traces the outline of his/her body. Each child cuts out the outline of his/her body. The students must work individually after the tracing is complete. |
| Accommodations: | For any children who are behind in reading or ESL, a partner may help them with any necessary reading. It is best that a regular student or gifted student is paired with an ESE or ESL student. This promotes learning for the ESE or ESL child while the other student improves his social skills and moral development. Modification of the assessment checklist can be done for ESE students and an extra credit vocabulary list can be added for gifted children, which the other students can try as well. |
| Checking For Understanding: | Display each outline for each child to observe. Ask students to write a journal entry about a body part that they have two of. Ask them to write an example of what each body part is used for and to describe some of the things they do to take care of their body. While students are writing in their journals, the teacher conferences with other students as a shaping assessment and gives corrective and positive feedback. |
| Closure: | You can expand this lesson with the book "Me and My Amazing Body", and have the children write in a journal what are the different functions of the body parts described in the story. |
| Evaluation: | Use the labeled outline of each child's body to assess the student's ability to name the parts of the body. The checklist includes criteria ranging from excellent to unsatisfactory. Checklist <input type="checkbox"/> Excellent - All 20 body parts drawn and labeled correctly. <input type="checkbox"/> Satisfactory - 15-19 body parts drawn and labeled correctly. <input type="checkbox"/> Nice - 10-14 body parts drawn and labeled correctly. <input type="checkbox"/> Unsatisfactory - 9 or less body parts drawn and labeled correctly. |

Source: http://www.teach-nology.com/lessons/ltn_pln_view_lessons.php?action=view&cat_id=3<n_id=18111

Lesson plan 6

Lesson Plan : Personality & Descriptions

Teacher Name: Mr. Mike Jackson
Grade: College/University
Subject: World Languages

| | |
|------------------------------------|--|
| Topic: | Personality, Character and Appearance Interchange Chapter 6 My Sister Works Downtown |
| Content: | Being able to describe someone fully and with distinction. 1. Transportation 2. Conversation " Nice Car" 3. Family 4. Simple Present Statements and Questions 5. Third Person 6. Routines-What's your schedule like? |
| Goals: | To be able to talk about someone in a conversation and give a complete description of their personality, appearance and character. To father the students conversations and grammar. |
| Objectives: | To watch as they use the 3 objectives and see if they can distinguish the differences between them. To check for understanding during conversations in the book and listening to the tape. |
| Materials: | DVD, Interchange Book, handouts and boardgames |
| Introduction: | Today I hope everyone has finished your project on Describing Your Friend. If not we will finish in class. After wards we will play a board game and see if you understand it. You will need to put the Korean equivalent on each box that you land on using a dice. Today we will continue in our Interchange Book. We will skip Chapter 5 as I feel you know most of the material. If you want you can do Chapter 5 at home. If you have any questions please let me know. There will be a test on Chapter 1 to 6 next week so please study. |
| Development: | Watch as they describe their friends and play the board game to see if they are able to use the more difficult words. Listen to the tape for understanding then we will go over the material in the book. I will role play with one of the students to demonstrate. |
| Practice: | Play the board game with a partner |
| Checking For Understanding: | 1. Check for understanding in Grammar Focus A and B in part and 8. 2. Check for listening skills in Word Power and Listening. |
| Closure: | Today we will close on descriptions and next week we will have a class on introductions and if time allows start on Chapter 6 in our books. I will give everyone some tests on Chapter 1 through 6 the following week and an oral test on How's it going where you each much answer 2 questions I ask you from the material. Example: What did you do yesterday? Continue to practice your conversation How's it going using what you have learned with the weather and descriptions to broaden your conversations. |
| Evaluation: | I would like to evaluate students orally one at a time. This will take a long time so we will also have an extended written portion to the exam. |
| Teacher Reflections: | Next week we will have our Practice Test so please be here on time. If you cannot be here call me so we can set up a time to take your tests. It is important so I can see how far you have come. Then we will continue in our Interchange Book. During winter camp we will be practicing Tenses for Understanding. This is very important in language study so I hope you can all come to Winter Camp. |

Source: <http://www.teach->

[nology.com/lessons/lisn_pln_view_lessons.php?action=view&cat_id=12&lisn_id=12962](http://www.nology.com/lessons/lisn_pln_view_lessons.php?action=view&cat_id=12&lisn_id=12962)

Lesson plan 7

| TEFL.net | Friends Teacher's Notes | EnglishClub.com |
|--------------------|--|-----------------|
| Lesson Function 1: | Introduce and practise topic-related vocabulary. | |
| Lesson Function 2: | Create opportunities to practise fluency. | |
| Level: | Intermediate to Advanced. | |
| Time: | 60 – 90 minutes | |
| Preparation: | Photocopy 1 worksheet per student. | |
| To start: | Before handing out the worksheet, ask students if they have ever seen the American sit-com 'Friends' and ask them why they think a series like that has proved to be so popular around the world. | |
| A | Students work in pairs (or you could do this as an open class discussion). | |
| B | Students work in pairs. Monitor. Stop the activity. Elicit feedback. Answers: 1b 2j 3d 4a 5e 6f 7c 8k 9g 10l 11h | |
| C | Students work alone before checking their answers together in pairs. Monitor. Stop the activity. Elicit feedback. Answers: 1 met 2 hit it off 3 had a lot in common 4 got to know each other 5 lost touch/lost contact 6 got back in touch/contact 7 get on well 8 fall out 9 keep in touch/keep in contact 10 meet up 11 catching up | |
| D | Students work in pairs or small groups. Monitor. Stop the activity. Elicit feedback. | |
| E | Students work in pairs. Monitor. Stop the activity. Elicit feedback. | |
| F | You could do this as an open class discussion or possibly set it for homework. Students could either write a short article about it or prepare a one-minute speech on the subject. | |
| To finish: | Brainstorming: Tell students to turn the worksheet over. Give them one minute to write down all the topic-related phrases they remember from this lesson. Then get the students to check with a partner. Who remembered the most words? Quick open class discussion: Which phrases are the easiest/most difficult to remember? Why? | |
| Extra idea: | For homework: tell students to write a short article about a friendship they have had for several years, explaining how the relationship started, how it has developed over the years, and how the student thinks it will change in the future. This enables students to consolidate vocabulary from the lesson and also to revise their tenses because they will need to use the past simple, the present perfect, the present simple and the future. | |

A. Discuss the following questions.

- Who is your best friend? What is he or she like? Describe him or her to your partner.
- Why is he or she your best friend? What special qualities does he or she have?

B. Match the words below with the definitions.

- | | |
|----------------------------------|---|
| 1. to catch up | a) to become familiar with someone's personality |
| 2. to get back in touch/contact | b) to tell each other your latest news |
| 3. to get on well | c) to communicate with someone |
| 4. to get to know each other | d) to have a friendly relationship with someone |
| 5. to have a lot in common | e) to have many similar interests and opinions |
| 6. to hit it off | f) to like each other |
| 7. to keep/stay in touch/contact | g) to see and talk to someone |
| 8. to lose touch/contact | h) to stop talking to someone because you are angry with him or her |
| 9. to meet | i) to spend time with someone by appointment |
| 10. to meet up | j) to start communicating with someone after a period of no communication |
| 11. to fall out (with someone) | k) to stop communicating with someone |

C. Fill the gaps below with the words from B in the correct form.

- I first him when I was at school.
- We immediately. We enjoyed spending time together from the start.
- We We liked the same music and the same sports.
- We very well. We learned a lot about each other.
- We when I went away to university. I was too busy to email or phone him.
- We after university. I rang him one day because I missed him.
- We because we understand each other.
- We never with each other because we tend to agree with each other on most things.
- We by email and phone. We speak to each other at least once a week.
- We once a month or so. We usually go to pub together then have a pizza.
- We enjoy with each other. It's nice to chat about what's happening in our lives.

D. Ask your partner the questions below.

- | | |
|---------------------------------------|--|
| 1. How did you meet your best friend? | 5. Why exactly do you get on well together? |
| 2. Did you hit it off immediately? | 6. Have you ever fallen out with each other? |
| 3. What do you have in common? | 7. How do you keep/stay in touch/contact? |
| 4. Have you ever lost touch/contact? | 8. How often do you meet up? |
| | 9. Do you enjoy catching up together? |

E. Discuss the following questions with your partner.

- | | |
|--|--|
| 1. Who are your closest friends? What are they like? Describe them to your partner. | 8. Why do some people like having a pen-pal? |
| 2. What do you and your friends usually do together? | 9. How do you keep in contact with friends who don't live near you? How difficult is it to stay in touch? |
| 3. Who is your oldest friend? How long have you known each other? | 10. Have you ever made friends with someone through the Internet? Have you ever met this person face-to-face? Why (not)? |
| 4. Do you find it easy to make new friends? Why (not)? | 11. Do you think a man and a woman can be 'just good friends'? Why (not)? |
| 5. Who is your newest friend? How did you meet? | 12. What is more important to young people nowadays, friends or family? Which is more important to you, and why? |
| 6. What qualities are most important to you in a friend? Honesty? A sense of humour? Something else? | 13. Are you a good friend? What qualities do you offer your friends? |
| 7. Have you ever had a pen-pal? Why (not)? | |

F. Discuss the following statement.

A man's best friend is his dog.

Lesson plan 8

Lesson Plan : Conversation About the Weather

Teacher Name: Mr. Juiles Niley
Grade: College/University
Subject: World Languages

| | |
|------------------------------------|--|
| Topic: | Learning advance vocabulary on the Weather and continuing our conversation HOW'S IT GOING 1.Conversation-small talk 2. The Weather |
| Content: | Handouts of new weather vocabulary, Listening test on the weather. Talking about everyday happenings and the weather. |
| Goals: | To be able to broaden the vocabulary when talking about the weather so the student can broaden their conversation. To be able to listen and understand. 1. To perfect talking in the past 2. To be able to speak about the weather with more advance language. |
| Objectives: | 1.To have the teachers and parents to be able to meet an English speaking person or myself and be able to have small talk with a broad variety of subjects. 2. To be able to talk about the weather with advance language 3. To be able to change Celsius to Fahrenheit 3. To see if they can distinguish between the different types of weather |
| Materials: | Handouts, PowerPoint and the blackboard |
| Introduction: | Today we will learn new vocabulary concerning the weather and hope to use it in our conversations. Good Afternoon everyone. Today we will advance our small talk and add the topic of the weather. We all know how to talk about simple things concerning the weather so today we will learn more advance terms. Also we will continue our conversation "How's it going?" and work on our past verbs through games and practice. |
| Development: | Practice with handouts and listening. Show the PowerPoint and give the handouts for a warm-up. Go over some known words then have them do some practice sentences. I will play Weather Forcaster and they must listen and write down what I say.Then we will practice some more advance words about the weather. |
| Practice: | Practice our conversation HOW'S IT GOING. Continued practice of their conversations |
| Checking For Understanding: | Listen to see if they use a variety of new weather words in their conversations. |
| Closure: | We will continue broadening our vocabulary on the weather next week then we will move on to describing peoples personalities and appearance. |
| Evaluation: | Students will take a weather test the following week. It will include all types of words we have covered this far in the course. |
| Teacher Reflections: | OK everyone as we continue our conversations in the next few weeks I want to hear you using more new vocabulary that we have learned. In December you will be tested and I will have a conversation with each of you individually and you must answer without the use of the board. |

Source: http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&cat_id=12&lsn_id=12767

Lesson plan 9

Lesson Plan : WH-Questions & The Self Pronoun

Teacher Name: Ray Archer
Grade: Grade 9-10
Subject: World Languages

| | |
|------------------------------------|---|
| Topic: | Questions asking for specific information & their non-manual markers, Self Pronoun and its two functions |
| Content: | WH-Q signs include: Who, What, When, Where, Why, Which, How, What-for, How-Many/How-Much Self Pronoun as a reflexive pronoun and as a subject pronoun |
| Goals: | Students will be able to recognize, understand, and produce the manual and non-manual grammatical components of WH-Questions and the Self Pronoun. |
| Objectives: | Students will replicate facial expressions and correct production of signed sentences modeled by the instructor. Students will know which WH-Q sign to use for its specific purpose. Students will be able to use the Self Pronoun for two different functions. |
| Materials: | Hands & Body!, Overhead Projector, ASL Book, Worksheets |
| Introduction: | Deaf People rely on non-manual behaviors for much of their communication - body-movement, timing, & facial expression. What are some ways that facial expressions are used in ASL? What are some question types that we have know? How do our facial expressions change? |
| Development: | Discuss voice inflection for Yes/No and Wh-Questions. and how the eye-brows mirror the voice inflection. Teacher will model sentences shown on overheads and offer various other examples. |
| Practice: | Students will replicate signing of modeled sentences signed by the instructor. Those using the correct manual production of signs and articulation of facial expressions will be noted by the instructor and prompted to demonstrate. Instructor will have students write the signed sentences. |
| Accommodations: | Have students exchange partners, partners try to mirror exactly when and how much facial expression changes - for example, the movement of the eyebrows and during what part of the question. |
| Checking For Understanding: | Instructor will ask various questions using different question types toward the end of the lesson. Students appropriate response will indicate understanding of question and signs. |
| Closure: | Teacher will verbally clarify information and answer any questions the students have. Homework will be assigned to assess written understanding of signs and non-manual components of ASL. |
| Evaluation: | To be determined by homework. |

Source: http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&cat_id=12&lsn_id=22851

Lesson plan 10



Discovering Adjectives

Students will work in groups to describe various objects based on taste, smell, look, touch, and emotional feeling.

 **Grade Level:** 2 - 4th

 **Subject:** English/Language Arts

 **Length of Time:** About 40 - 60 Minutes

Common Core Alignment

CCSS.ELA-LITERACY.L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Objectives & Outcomes

Students will be able to describe objects using creative adjectives.

Materials Needed

- A bundle of grapes, 4 apples, 4 cookies, 4 saltine crackers, 4 juice boxes. (numbers may need to be augmented for larger classes)
- Describing words worksheet (attached).
- *NOTE: for this activity you will need to ask volunteers or the school cafeteria in advance to bring in a variety of fruits. The foods listed are suggestions.*

Procedure

Opening to Lesson

- Ask the students what an Adjective is and write their definition on the board. (A describing word).
- Ask students what their favorite adjectives are and make a list of as many as they can think of on the board.
- Delicious, fun, pretty, smart, happy, sad, angry, rich, red, green, blue, cold, hot, sweet....

Body of Lesson

Modeling

- The teacher shows the students a bundle of grapes and asks how many students have eaten grapes before. Probably all of the students have.
- Now ask students what adjectives listed on the board could describe the look of the grapes.
- Add words to the list as students shout them out: green, purple, round, small, oval, smooth, pretty, weird...
- Now give a few students a grape and ask them what the grape physically feels like to the touch: cold, round, wet, sticky...

- Smell the grapes and instruct students to do the same, add more adjectives to the board: fruity, sweet,...
- Now eat one of the grapes and tell the students “Mmmm, delicious, sweet, a little sour, juicy, etc...” Let some students eat the grapes and add more adjectives to the list.
- Now ask those students how they feel after eating the grapes: hungry, happy, satisfied...
- Now ask the students who didn't participate how they feel: hungry, sad...
- Give the rest of the students a grape.

Guided Practice

- Divide students into groups of 4.
- Give each student a worksheet.
- Pass out 4 identical objects to each group (1 group receives 4 apples, group 2 receives 4 juice boxes, etc...)
- Instruct students to wait for your instructions as they work in their groups.
- In groups, students will write as many adjectives as they can think of in the box that corresponds with Look.
- Next, students will write as many adjectives as they can think of in the box that corresponds with Touch.
- Next, students will write as many adjectives as they can think of in the box that corresponds with Smell.
- Next, students will write as many adjectives as they can think of in the box that corresponds with Taste.
- Finally, students will write as many adjectives as they can think of in the box that corresponds with Feel (emotional)
- Depending on time, you can give students an additional worksheet and repeat the assignment with another food object.

Independent Practice

- As independent practice, students will write a summary of the days activity, using their favorite adjectives.
- Ex. Today in class I worked with my group to describe an apple. First, we just looked at the apple, it was round, red and inviting. Next, we touched the cool, smooth apple and thought of more adjectives to describe it. Then, we ate the apple. It was delicious, juicy and sweet. Finally we described how eating the apple made me feel. It made me feel happy and satisfied, but also ready for lunch! All in all, it was a fantastic activity.

Closing

Have students read their summaries aloud. Encourage students to repeat the activity at home with their family, commenting on the colors and tastes of their dinner.

Assessment & Evaluation

Students will be asked to write a summary of the activity which includes creative adjectives.

Modification & Differentiation

The teacher can work in with students in small groups for those who need extra assistance. Monetary modifications: For classrooms that do not have access to food for each student, consider asking the cafeteria for assistance. If that is not an option, use non-food items such as a playground ball, rocks, grass,

Source: https://www.teacher.org/wp-content/themes/teacher/scripts/lesson-plans/generate_lesson_plan.php?id=20049

Lesson plan 11



Explain Those Idioms

Students will recognize idioms for their actual as well as realized meaning.

 **Grade Level: 4 - 5th**

 **Subject: English/Language Arts**

 **Length of Time: 30 - 40 Minutes**

Common Core Alignment

CCSS.ELA-LITERACY.L.4.5.B - Recognize and explain the meaning of common idioms, adages, and proverbs.

Objectives & Outcomes

Students will be able to successfully illustrate idioms in two ways (real and perceived meaning) I.e. 'Kick the bucket' real meaning – kicking a bucket, Perceived meaning – to die

Materials Needed

- Long drawing paper
- List of idioms (samples included as attachment)
- Art supplies markers/crayons/colored pencils

Procedure

Opening to Lesson

Begin the lesson by asking students if they have ever heard of an idiom. Explain that an idiom is a common word or phrase that has a cultural as well as actual meaning. Share the phrase 'kick the bucket' and explain as above. Explain that sometimes it is easiest to show the different meanings in drawing form, which is what they will do today.

Body of Lesson

Hand out long sheets of paper to each student. Have students fold the paper lengthwise in half and then in half twice width wise (sample below). Have students choose four idioms they would like to illustrate from the list (samples given). If needed, explain some of the idioms to students. In each box have students draw a real meaning illustration and a perceived meaning illustration for each idiom.

Closing

Review each idiom with students in relation to their drawing. Display drawings.

Assessment & Evaluation

Student will create neat illustrations that properly illustrate the real and perceived meaning of common idioms.

Modification & Differentiation

Lessen the number of idioms required.

Download Attachments

-  [Idiom illustration](#)
File size: 93 KB Downloads: 5979

Related Lesson Plans

[Web of Ideas](#)

This lesson will allow students to practice reading out loud and determine character traits of various characters.

[Theater in Action](#)

Students will write and perform a scene from the story, *Alice's Adventures in Wonderland*.

[Discovering Adjectives](#)

Students will work in groups to describe various objects based on taste, smell, look, touch, and emotional feeling.

[What is a Fable?](#)

In this lesson, students will use Internet sources, graphic organizers and group activities to analyze and discuss the characteristics and story lines of two different fables, "The Owl and The Grasshopper" and "The Town Mouse and The Country Mouse." After students read and brainstorm story elements of the folktales, they will then write a fable of their own.

Source: https://www.teacher.org/wp-content/themes/teacher/scripts/lesson-plans/generate_lesson_plan.php?id=explain-those-idioms

Lesson plan 12



Collaborative Questioning

Students will read a teacher selected, standards-based science or history text. Students will then develop questions based on Costa's levels of questioning to encourage collaborative discussion of the reading.

 **Grade Level:** 3 - 5th

 **Subject:** English/Language Arts

 **Length of Time:** About 60 - 90 Minutes

Common Core Alignment

CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Objectives & Outcomes

Students will be able to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. Students will come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Students will follow agreed-upon rules for discussions and carry out assigned roles. Students will pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Students will review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Materials Needed

- An article or text on a standards-based science or social studies topic
- Questioning worksheet (attached)
- Costa's level of questioning poster/overhead (attached)
- Pencil

Procedure

Opening to Lesson

- Teacher will ask the students what they have been discussing at recess together.
 - For example, baseball, a popular singer, a scandal at school, etc...
- Ask students to briefly describe what it is like when they discuss something with their friends.
- Post a copy of the "Critical Thinking: Levels of Questioning" worksheet for students to see.
- Explain that in every day discussions, you ask questions based on a variety of levels of critical thinking.
 - For example: What is the name of the Giant's pitcher (Level 1)? Are the Giant's going to win

the World Series again (Level 3)? What are some obstacles they may have (Level 2/3)? What is your opinion (Level 3)?

- Explain that we are going to generate and answer questions to generate one-on-one discussions about a topic in class.

Body of Lesson

- The teacher will select a text. The text should be standards based in Science or History. It could be from the text book.
- Students can read the text in pairs or aloud as a class.

- Have the “Critical Thinking: Levels of Questioning” worksheet posted for reference.
- Explain to the students that when we discuss something, there are various levels of discussion, and that the discussion begins with questions.
- Explain that In Level 1 questions, you simply need to identify an answer.
 - For example: How many hours does it take for the earth to make a full rotation?
- Showing the chart, explain that in level 2 questions, you need to explain and analyze facts. For example: Why does Earth rotate at a different speed than Jupiter?
- Explain that in Level 3 questions, you can evaluate facts or make opinions based on facts: Do you believe it would be better to live on a planet that spins at a different speed?
- Give students about 10 minutes to re-read the text you independently. Instruct them to think of questions that they could ask a partner and write their questions on the worksheet according to Costa’s levels, using the guide words to create the questions.
- After 10-15 minutes, if students are struggling to come up with questions, let them work with partners to create more questions.
- Now, use a pairing method to partner students.
- Give each pair 5 minutes to answer 2 of each other’s questions and discuss the answers.
- After 5 minutes, have students partner with a new student and answer another 2 questions.
- Repeat until all questions are answered.

Closing

When students have returned to their seats ask the class who they think had the most interesting question. Use equity cards to choose a student and have them explain their favorite question (for example, would you rather live on a planet that rotated at a different speed). Lead a class discussion based on this students question. Repeat as time allows.

Assessment & Evaluation

Students will complete the worksheet attached and teacher will monitor discussions as they are taking place around the classroom.

Modification & Differentiation

The teacher can work in with students in small groups for those who need extra assistance.

Download Attachments

-  [Collaborative Questioning](#)

Source: https://www.teacher.org/wp-content/themes/teacher/scripts/lesson-plans/generate_lesson_plan.php?id=collaborative-discussion

Lesson plan 13



Hiding Homophones

This lesson offers a simple introduction or refresher course in homophones, words that are pronounced the same, but spell and mean differently. Students will create a visual reminder of some of the more common homophones.

 **Grade Level:** 2 - 5th

 **Subject:** English/Language Arts

 **Length of Time:** 30 - 40 Minutes

Objectives & Outcomes

Students will identify, pronounce, and illustrate common homophones to strengthen skills and understanding.

Materials Needed

- Scissors
- Paper (cardstock is best, but printer paper will work)
- Crayons/markers/pencils
- List of common homophones (see attached samples)

Procedure

Opening to Lesson

Offer students the following bit of information: English is one of the hardest languages in the world to learn. Ask students if they can guess why it is so hard. Encourage answers by displaying the following sentences: They're going to their car that is over there.; He blew the blue horn two too many times.; The flower made out of flour and water won number one in the contest. Explain that the words that sound the same are homophones and such words make English very difficult to learn, but that today you are going to create a 'cheat sheet' for some common homophones.

Body of Lesson

- Before providing a list of homophones, have students see if they can come up with some on their own. List these on the board or overhead. If there are no suggestions choose words appropriate for the grade level and ability level of the students.
- Review words and meanings with students before passing out paper. Fold the paper into fourths as shown below. Cut tabs on either side (shown below) to create flaps for each homophone pair. Have students list the pairs on the outside of the flap, across from each other. Under each flap draw a simple picture to illustrate the word. This is now a 'cheat sheet' for homophones. You can allow students to choose a set number of pairs or give them the words you feel are best. If time permits allow students to decorate the back.

Closing

Have students share their illustrations with a partner and then allow a few students to share which pair of homophones is the hardest for them to remember. Use the foldable in other assignments as a 'cheat sheet' when possible.

Assessment & Evaluation

Students will create a neat and legible foldable that can be used as a reference guide for future assignments, that illustrates homophones.

Modification & Differentiation

Struggling students or ESL students may benefit from shorter homophone lists or being allowed to cut pictures from magazines instead of creating illustrations.

Download Attachments

-  [hiding homophones](#)

File size: 100 KB Downloads: 7376

Related Lesson Plans

[What is a Fable?](#)

In this lesson, students will use Internet sources, graphic organizers and group activities to analyze and discuss the characteristics and story lines of two different fables, "The Owl and The Grasshopper" and "The Town Mouse and The Country Mouse." After students read and brainstorm story elements of the folktales, they will then write a fable of their own.

[Writing to a Photograph](#)

Students will develop a plan for a fictional story based on a picture.

[Moody Reading: Reading with Expression](#)

This lesson will be used to help students understand how to read with expression by choosing an expression to read with regardless of what is written.

[Explain Those Idioms](#)

Students will recognize idioms for their actual as well as realized meaning.

Source: https://www.teacher.org/wp-content/themes/teacher/scripts/lesson-plans/generate_lesson_plan.php?id=hiding-homophones

Lesson plan 14

Holidays & Hotels: Teaching Suggestions

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N.B. In these notes 'TT' means 'Teaching Tip'. These tips are written in plain, jargon-free English and are designed to help new teachers. They are available on TEFL.NET

Activity 1

TEFL.NET/EnglishClub.com

1. Put the students into pairs (TT1).
2. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
3. Deal with vocabulary queries (TT9).
4. Get students to work individually and guess what their partner's answers might be to the true or false questions.
5. When they have finished show them how to make questions from the statements. Example:
 1. My partner has never been abroad on holiday.
*Have you ever been abroad on holiday?*Elicit (TT 12) the other questions or let the students form them spontaneously as they have their conversation together. Whatever you think best.
 2. *Did you go abroad last summer?*
 3. *Have you ever stayed in a five-star hotel?*
 4. *Have you ever been to London?*
 5. *Do you eat too much when you are on holiday?*
 6. *Do you like foreign food?*
 7. *Have you been to more than five foreign countries?*
 8. *Do you think that it is important to visit other countries?*
 9. *Are you going on a cruise next year?*
 10. *Would you like to work in a hotel?*
6. Let the students begin their conversation, speaking together in English (TT5). Encourage students to build the conversation in a natural way by asking supplementary questions of their own as long as they are relevant to the topic.
7. Monitor (TT10).
8. Stop the activity (TT7).
9. Get feedback (TT8).
Ask the students how many of their guesses were right to see how well they know their partner.
10. Do some error correction (TT11).
11. Consolidate pronunciation (TT4).

Activity 2

TEFL.NET/EnglishClub.com

1. Get a student to read the instructions and the vocabulary out loud (TT2) and check that the students understand the instructions (TT3).
- N.B. You don't need to explain the new vocabulary to the class - the students will discover the meaning of the new words as they do the exercise.**
2. Check pronunciation (TT4).
 3. Tell the students to start doing the exercise on their own.
Tell them to guess the answers if they don't know some of them (TT6).
 4. Stop the activity (TT7).
 5. Get the students to check their answers together in pairs or small groups (TT13).
 6. Get feedback (TT8).
- | | | |
|-----------------|-------------------------------|-------------------------|
| Answers: | 1. good time | 5. crowds |
| | 2. holiday resorts | 6. queueing |
| | 3. made a complaint | 7. tourist traps |
| | 4. lift...work...floor | 8. book |
7. Consolidate pronunciation (TT4).

Holidays & Hotels: Teaching Suggestions

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Activity 2 (continued)

TEFL.NET/EnglishClub.com

8. Then show them how to make questions from the statements:
Example:
 1. I had a good time on my last holiday.
Did you have a good time on your last holiday?
9. Elicit (TT12) the other questions or let the students do it spontaneously as they have their conversation together. Whatever you think best.
 2. *Do you think holiday resorts are good places to go on holiday if you have young children?*
 3. *Did you make a complaint last time you went on holiday?*
 4. *Did the lift work in the hotel you stayed in on your last holiday?*
 5. *Do you like crowds?*
 6. *Do you like queueing to get in to museums and art galleries?*
 7. *Do you try to avoid the tourist traps when you go on holiday?*
 8. *Do you book your holidays at the last minute?*
10. Let the students begin their conversation, speaking together in English (TT5). Encourage students to build the conversation in a natural way by asking supplementary questions of their own as long as they are relevant to the topic (TT16).
11. Monitor (TT10).
12. Stop the activity (TT7).
13. Get feedback (TT8).
14. Do some error correction (TT11).
15. Consolidate pronunciation (TT4).

Activity 3

TEFL.NET/EnglishClub.com

1. Put the students into pairs or small groups (TT1).
2. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
3. Let the students read the questions then deal with vocabulary queries (TT9).
4. Give the students time to brainstorm vocabulary (TT15).
5. Let the students begin their conversation, speaking together in English (TT5).
6. Monitor (TT10).
7. Stop the activity (TT7).
8. Do some error correction (TT11).
9. Consolidate pronunciation (TT4).

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Holidays and Hotels

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Activity 1

Read all the sentences below then guess your partner's answers to the true or false questions. Then make questions from the statements and use them to begin a conversation with your partner.

1. My partner has never been abroad on holiday. True/False?
2. My partner went abroad last summer. True/False?
3. My partner has stayed in a five-star hotel. True/False?
4. My partner has been to London. True/False?
5. My partner eats too much when s/he is on holiday. True/False?
6. My partner likes foreign food. True/False?
7. My partner has been to more than five foreign countries. True/False?
8. My partner thinks that it is important to visit other countries. True/False?
9. My partner is going on a cruise next year. True/False?
10. My partner would like to work in a hotel. True/False?

Activity 2

Use the correct form of the following words and phrases to fill the gaps in the sentences below. Then make questions from the sentences and use them to begin a conversation with your partner.

crowds work lift queue floor book good time
holiday resorts tourist traps make a complaint

1. I had a _____ on my last holiday. I really enjoyed myself.
2. I think _____ are good places to go on holiday if you have young children. They always have so many activities specifically for the tourists.
3. I _____ last time I went on holiday because I wasn't satisfied with the hotel.
4. The _____ didn't _____ in the hotel I stayed in on my last holiday so I had to use the stairs. It wasn't funny - my room was on the eighth _____!
5. I hate _____. That's why I avoid places where there are too many people.
6. I don't like _____ to get in to museums and art galleries because I hate waiting.
7. I try to avoid the _____ when I go on holiday because they are so expensive!
8. I always _____ my holidays at the last minute because there are some good last-minute deals and cheap offers.

Activity 3

Read all the following questions then use them to begin a conversation with your partner.

1. Do you like beach holidays? Why/not? Why are they so popular?
2. Do you usually go back to the same place every year for your holiday? Why/not?
3. Do you prefer going on holiday with your family, with friends, or alone? Why?
4. Do you enjoy being a tourist when you travel abroad? Why/not?
5. Do you like the tourists who visit your country? Why/not? What do you think they find interesting about your country?
6. Do you prefer going abroad for your holidays or staying in your own country? Why?

EnglishClub.com

Lesson plan 15

Transport: Vocabulary Teaching Suggestions

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N.B. In these notes 'TT' means 'Teaching Tip'. These tips are written in plain, jargon-free English and are designed to help new teachers. They are available on TEFL.NET

Activity 1

TEFL.NET/EnglishClub.com

1. Put the students into pairs or small groups (TT1).
2. Get a student to read the instructions and the vocabulary out loud (TT2) and check that the students understand the instructions (TT3).
- N.B. You don't need to explain the new vocabulary to the class - the students will discover the meaning of the new words as they do the exercise.**
3. Check pronunciation (TT4).
4. Get the students to complete the exercise with their partner, speaking together in English (TT5). Tell them to guess the answers if they don't know some of them (TT6).
5. Stop the activity (TT7).
6. Get the students to check their answers together in pairs or small groups (TT13).
7. Get feedback (TT8).
8. **Answers:**

| | | | |
|-----------------|----------|----------|-----------------|
| 1. motorbike | 4. taxi | 7. plane | 10. underground |
| 2. hitch-hiking | 5. ship | 8. tram | 11. car |
| 3. seatbelt | 6. train | 9. coach | 12. bicycle |
9. Consolidate pronunciation (TT4).

Activity 2

TEFL.NET/EnglishClub.com

1. Put the students into pairs (TT1).
2. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
3. Deal with vocabulary queries (TT9).
4. Get students to work individually and guess what their partner's answers might be to the true or false questions.
5. When they have finished show them how to make questions from the statements. Example:
 1. My partner would like to drive a Formula One racing car.
*Would you like to drive a Formula One racing car?*Elicit (TT 12) the other questions or let the students form them spontaneously as they have their conversation together. Whatever you think best.
 2. *Do you think that motorbikes are uncomfortable?*
 3. *Do you think that trams are a good way to reduce smog in cities?*
 4. *Are you afraid of flying?*
 5. *Do you get seasick?*
 6. *Have you ever been on the London Underground?*
 7. *Do you agree that car seats should be compulsory for children under 5?*
 8. *Do you enjoy cycling?*
 9. *Do you think that hitch-hiking is dangerous?*
 10. *Have you ever been on a long distance coach journey?*
6. Let the students begin their conversation, speaking together in English (TT5). Encourage students to build the conversation in a natural way by asking supplementary questions of their own as long as they are relevant to the topic.
7. Monitor (TT10).
8. Stop the activity (TT7).
9. Get feedback (TT8).
Ask the students how many of their guesses were right to see how well they know their partner.
10. Do some error correction (TT11).
11. Consolidate pronunciation (TT4).

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Transport: Vocabulary Teaching Suggestions

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N.B. In these notes 'TT' means 'Teaching Tip'. These tips are written in plain, jargon-free English and are designed to help new teachers. They are available on TEFL.NET

Activity 3

TEFL.NET/EnglishClub.com

1. Put the students into pairs or small groups (TT1).
2. Get a student to read the instructions out loud (TT2) and check that they are clear (TT3).
3. Let the students read the questions then deal with vocabulary queries (TT9).
4. Give the students time to brainstorm vocabulary (TT15).
5. Let the students begin their conversation, speaking together in English (TT5).
6. Monitor (TT10).
7. Stop the activity (TT7).
8. Do some error correction (TT11).
9. Consolidate pronunciation (TT4).

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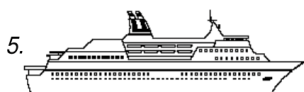
Transport : Vocabulary

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Activity 1

Work with your partner to match the following words with the pictures below.

**car coach tram seatbelt plane ship underground
bicycle motorbike train** **hitch-hiking taxi**



Activity 2

Read all the sentences below and guess your partner's answers to the true or false questions. Then make questions from the statements and use them to begin a conversation with your partner.

- | | |
|---|-------------|
| 1. My partner likes driving fast. | True/False? |
| 2. My partner thinks motorbikes are uncomfortable. | True/False? |
| 3. My partner thinks that trams are a good way to reduce smog in cities. | True/False? |
| 4. My partner is afraid of flying. | True/False? |
| 5. My partner gets seasick. | True/False? |
| 6. My partner has been on the London Underground. | True/False? |
| 7. My partner agrees that wearing seatbelts in cars should be compulsory. | True/False? |
| 8. My partner enjoys cycling. | True/False? |
| 9. My partner thinks that hitch-hiking is dangerous. | True/False? |
| 10. My partner has been on a long-distance coach journey. | True/False? |

Activity 3

Read all the following questions then use them to begin a conversation with your partner.

- What is your favourite way of travelling? Why?
- How safe do you think air travel is these days? Do you think it will become safer in the future?
- What kind of car have you got? Why did you buy it?
- What are the advantages and disadvantages of travelling by underground (travelling by tube)?
- What is the public transport system in your town/city like? How could it be improved?
- Would you like to be a taxi driver? Why/not? What are the good points/bad points of the job?

EnglishClub.com

Source: https://www.tefl.net/esl-lesson-plans/TBW_Transport_Vocabulary_TS.pdf

Lesson plan 16

Chocolate: from the land to the hand

Topic

Chocolate trade

Aims

- To celebrate World Chocolate Day on 7 July
- To raise awareness of the injustices of the chocolate trade and how we can help as customers
- To develop speed reading skills
- To extend students' oral fluency in discussions

Age/level

Teenagers and adults (B1–B2)

Time

50–60 minutes

Materials

1. Worksheet
2. Bars of chocolate
3. Photos of the chocolate-making process (optional)

Useful sources:

<https://www.youtube.com/watch?v=PGaLWuLzHBU&feature=youtu.be> (video about the chocolate journey)

<https://www.fairtrade.org.uk/Buying-Fairtrade/Chocolate>

<https://greenhawkmedia.net/2016/04/29/raisethebar-10-fair-trade-chocolate-bars-to-replace-brands-that-utilize-child-labor/>

Introduction

The lesson is suitable for 7 July (World Chocolate Day) or can be used as a stand-alone lesson.

The aim of the lesson is to learn who makes our chocolate and, importantly, who receives our money each time we buy a bar of chocolate. Students will become aware of the injustices.

In this lesson students do a few reading activities where they read about different stages of the journey and they learn where most/least of their money goes. They are 'paid' by the teacher in squares of chocolate, so that they actually feel the unfairness of the system. They finish with a discussion on the injustices.

Optional follow-up activities:

1. Research more 'fair' chocolate companies, i.e., those who pay the farmers properly.
2. Make an ad to convince customers to buy Fairtrade chocolate.

Procedure

| | |
|---|---|
| Before the lesson | <ul style="list-style-type: none"> • Download and make a copy of the worksheet (one copy per student). • Buy a small bar of chocolate for each group of three students (or biscuits/token money). • (optional) Download photos of different stages of the chocolate-making process. |
| 1. Lead-in (5 minutes) | <ul style="list-style-type: none"> • If relevant, explain that 7 July is World Chocolate Day. • Ask students to raise their hand if they like chocolate. • (optional) Take a class vote to discover which brand of chocolate is most popular. • Explain: <i>Today we're going to learn about the journey of chocolate: how it's made and where your money goes.</i> |
| 2. Reading (10–15 minutes) | <ul style="list-style-type: none"> • Check students' background knowledge by asking: <i>Who makes your chocolate?</i> • Divide the class into groups of three. Assign each group a role: (A) cocoa farmers, (B) chocolate companies, (C) retailers. (Several groups may have the same role). • Give each student a copy of the worksheet. • Explain that each group reads just ONE text: A, B or C. • Students scan their text (read it quickly for specific information) and answer Q.1. • To check answers, draw three columns on the board: (A) cocoa farmers, (B) chocolate companies, (C) retailers. Hand out marker pens to different groups and ask them to list all the jobs they do and write the total time at the bottom. <p><i>Answer key</i></p> <p><i>A. Cocoa farmers: plant cocoa trees, look after them, pick the pods, open them, take out the cocoa beans, prepare the cocoa beans and dry them. Total time: 6 months.</i></p> <p><i>B. Chocolate companies: buy the cocoa beans, transport them by ship, clean and process the beans, add ingredients, pour the liquid into shapes, wrap the bars and add labels. Total time: 24 days.</i></p> <p><i>C. Retailers: order the chocolate, check they have received the right quantity, put the new price label on the bars and put them on the shelves. Total time: 2 days.</i></p> |
| 3. Discussion (5–10 minutes) | <ul style="list-style-type: none"> • Hold up some bars of chocolate, one per group. (Alternatively, use biscuits or tokens.) • Tell them you are going to pay them for their work. Hand out a different number of chocolate squares to each group: Chocolate companies: <u>4 squares</u> Retailers: <u>4 squares</u> Cocoa farmers: <u>half a square</u>. • Wait for a reaction. • Encourage a brief class discussion on equality/fairness. Ask questions: <i>Why do you think each group gets different amounts of your money? How fair does it seem? I paid you 85p. Where do you think the other 15 per cent goes? (taxes, transport)</i> |
| 4. Speed reading (10–15 minutes) | <ul style="list-style-type: none"> • Students read texts A and C quickly and answer Q.2. Set a time limit of 10 minutes. • Check students' understanding. <p><i>Answer key</i></p> |

| | |
|---------------------------------------|--|
| | <p><i>Text A: Adults, children and slaves. Some farmers' children work instead of going to school. Some people work as unpaid slaves. (Child labour and slavery are common.) The cocoa farmers' life is very unstable. If the harvest is bad, they earn nothing. This is why many are changing to other crops, causing a shortage of chocolate!</i></p> <p><i>Text C: Fairtrade is a good way to help farmers – when you see the label on the bar, it means that the chocolate company supports the environment, pays workers fairly (so that they can have access to healthcare etc.) and doesn't use children or slaves.</i></p> |
| 5. Discussion (10 minutes) | <ul style="list-style-type: none"> • Still in groups of three, students discuss the questions in Q.3. • (Optional) Show the class the video of the cocoa journey. Then, as a whole class, review the journey of chocolate. To bring the journey alive, show photos (e.g. a cocoa pod, an African labourer). |
| 6. Project (homework) | <ul style="list-style-type: none"> • Learners research more about Fairtrade and similar organisations, such as Rainforest Alliance, Equal Exchange, Hand in Hand, Fair for Life, Whole Trade. They will discover that some brands like Cadbury's are Fairtrade certified. Others are not. • Students make an ad to persuade other people to buy Fairtrade. • Display them in the classroom for the class to share and discuss. |

Contributed by

Kate Cory-Wright

CHOCOLATE: FROM THE LAND TO THE HAND**Worksheet**

1. Speed reading

Read ONE text about chocolate quickly. Underline (a) the jobs and (b) the total time it takes.

2. Read texts A and C quickly. Find information about these topics.

children slave harvest Fairtrade

3. Discuss the questions in your group.

What do you feel about children and cocoa slaves making your chocolate? Why?

Why do you think many cocoa farmers no longer want to grow cocoa? How could it affect you?

How fair does it seem to you that retailers charge double the price? Why (not)?

How does Fairtrade help the cocoa farmers? How do you know if the chocolate is Fairtrade?

Would you pay 10p more for your chocolate if it helped the cocoa farmers?

4. Project

Make an ad to convince customers to buy Fairtrade chocolate.

CHOCOLATE: FROM THE LAND TO THE HAND **Texts A, B and C**

A. Cocoa farmers

Imagine you buy a bar of chocolate for £1. How was it made? How long did the jobs take?

DID YOU KNOW? Chocolate comes from a cocoa tree!

Every year families plant cocoa trees on the land. Cocoa is sensitive, so the farmers must protect the trees from wind, sun and disease. Each tree produces 'pods' (like footballs with seeds inside). The cocoa farmers work under the hot sun to pick the pods, open them and take out the cocoa beans. Next they prepare the cocoa beans, dry them in the sun and put them in bags to sell. This is *six months* of hard work. Often the farmers' children work instead of going to school, and in some countries, slaves do the work for no money. Children are actually stolen to work as slaves. When the weather is bad or there's disease on the trees, the farmers earn nothing.

CHOCOLATE: FROM THE LAND TO THE HAND

B. Chocolate companies

Imagine you buy a bar of chocolate for £1. How was it made? How long did the jobs take?

DID YOU KNOW? Machines wrap 65,000 bars of chocolate in one hour!

Cadbury, the famous chocolate company, buys its cocoa beans from Ghana. The beans are transported by ship for about 20 days from Ghana to Cadbury's factory in Wales. In the factory, the beans are cleaned and processed for two days. The beans become powder. Machines do most of the work, but people are paid to operate the machines.

Next the cocoa is sent to another Cadbury factory (in England). Here it's made into delicious chocolate in just two days! Machines add the ingredients and pour the liquid into the shape of chocolate bars. Finally, machines wrap the bars and add labels. Your chocolate bar is ready!

CHOCOLATE: FROM THE LAND TO THE HAND

C. Retailers

Imagine you buy a bar of chocolate for £1. How was it made? How long did the jobs take?

DID YOU KNOW? Europeans eat the most chocolate in the world!

You probably bought your chocolate from a *retailer*, e.g. a supermarket or shop. Retailers order a quantity of chocolate from the factory. They check they have received the right quantity and then put the new price label on the bars. Finally, they put the bars on the shelves and the shop assistant sells them. For two days' work, retailers charge you *double* what they paid the factory!

Some retailers sell Fairtrade chocolate. This means that chocolate companies pay cocoa farmers a fair price, protect the environment and they don't use slaves. You can help farmers by buying it. Just look for chocolate with a Fairtrade label. It's easy!

www.teachingenglish.org.uk

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Source:

https://www.teachingenglish.org.uk/sites/teacheng/files/lesson_plan_CHOCOLATE_THE%20JOURNEY.pdf

https://www.teachingenglish.org.uk/sites/teacheng/files/Worksheet_CHOCOLATE_FROM_THE_LAND_TO_THE_HAND.pdf

Lesson plan 17

Yesterday

Topic

Yesterday

Aims

- To revise 'Wh' question forms in the past
- To develop learners' speaking skills

Age group

Teens

Level

B1

Time

60 minutes

Materials

- Yesterday student worksheet

Introduction

This lesson students practise forming, asking and answering 'wh' questions in the past tense. They play two games and do a mingling activity.

Procedure

1. Lead-in (5-10 minutes)

- Write these jumbled up questions on the board:
/ today / did / breakfast / for / What / have / you !/?
/ eat / did / yesterday / Where / you / lunch !/?
/ night / bed / did / time / last / go / What / you / to / ?
- Students order the words and write the three questions.

| | |
|---|--|
| | <ul style="list-style-type: none"> • Answers: <i>What did you have for breakfast today?</i> <i>Where did you eat lunch yesterday?</i> <i>What time did you go to bed last night?</i> |
| 2. Task 1: Guess the question (15 minutes) | <ul style="list-style-type: none"> • Put students into pairs; A and B. Give Students A a copy of Task 1A and give students B a copy of Task 1B. • Students read their five questions and write their answers. They must not show their partner their worksheet. • Student A tells student B their answer for question 1. Student B tries to guess the original question. Then students exchange roles and repeat the activity. For question 2, student B tells student A their answer first. Students guess each other's questions, taking turns to go first each time. Monitor students and encourage them to help each other with guesses. |
| 3. Task 2: Danny's day (10 -15 minutes) | <ul style="list-style-type: none"> • Students do a mingling activity. Give each student a copy of Task 2 (A). • Cut up 1 copy of Task 2 (B) into 20 separate strips. Share the strips out between the students. • Students complete the information on Task 2 (A), using the information on their slip(s) of paper. • Students mingle, asking and answering questions to complete Task 2 (A) with information about Danny's day. • Monitor students to make sure they are formulating the past tense questions correctly |
| 4. Task 3: The 'yesterday' game (10- 15 minutes) | <ul style="list-style-type: none"> • Demonstrate the game with the whole class. On the board write 'yesterday'. Explain that you are going to tell the students how you spent yesterday. Your objective is to arrive at bed time. The objective of your oponent (the class) is to stop you from arriving at bed time by interrupting you politely to ask questions (using past tenses). Elicit a few examples of the types of questions students can ask. Write them on the board. <p>E.g.</p> <p><i>What did you wear? Who did you go with? How did you get there? What did you see? Etc.</i></p> <ul style="list-style-type: none"> • You have a limit of three minutes. Nominate a student to keep a track of the |

time. Then begin.

E.g.

Teacher: I had breakfast and ...

Student: Excuse me, but what did you have for breakfast?

Teacher: Actually, I had cereals.

Student: Did you have sugar on your cornflakes?

Teacher: Yes, I did.

Student: Where did you buy the cornflakes?

Stop after three minutes and check how far into yesterday you were able to describe.

- Put students into groups of four to play the game. Students take turns to describe what they did yesterday. The other students interrupt politely to ask questions. Tell students when to start and stop. The winner in each group is the student who gets to the latest time yesterday.

Contributed by

Katherine Bilsborough

Yesterday

Task 1: Guess the question

Task 1 A

Student A:

Write the answers to these questions on a piece of paper. Write simple answers – e.g. *nine o'clock, soup, at home, by train, midnight.*

- What time did you leave your home yesterday?
- What did you have for lunch yesterday?
- Where did you have dinner yesterday?
- How did you come to class today?
- What time did you go to bed last night?

Task 1 B

Student B:

Write the answers to these questions on a piece of paper. Write simple answers – e.g. *17.55, an egg, a hamburger, on foot, 07.00*

- What time did you arrive to class today?
- What did you have for breakfast today?
- Where did you have lunch yesterday?
- How did you go home from the last class?
- What time did you get up this morning?

Task 2: Danny's day**Yesterday...**

1. Danny woke up at _____.
2. He got up at _____.
3. After that he had _____.
4. He had _____ and _____ for breakfast.
5. Then he read _____ for half an hour.
6. He went to _____ at nine o'clock.
7. He had lunch with _____ in a restaurant.
8. He finished work at _____.
9. He went home by _____.
10. He arrived home at _____.
11. Then he _____ for an hour.
12. After that, he _____.
13. He had _____ for dinner.
14. After dinner he _____.
15. Before going to bed he _____.
16. He took off his clothes and _____.
17. He went to bed to _____.
18. He _____ for an hour in bed.
19. He set his alarm for _____ in the morning.
20. He fell asleep at _____.

Task 2 – Sentences to cut up**Task 2 (B)**

- 1 Danny woke up at half past seven.
- 2 He got up at twenty to eight.
- 3 After that he had a shower.
- 4 He had toast and marmalade for breakfast.
- 5 Then he read a computer magazine for half an hour.
- 6 He went to work at nine o'clock.
- 7 He had lunch with his boss in a restaurant.
- 8 He finished work at half past six.
- 9 He went home by bus.
- 10 He arrived home at five past seven.
- 11 Then he read the newspaper for an hour.

12 After that, he took his dog for a walk.

13 He had a pizza for dinner.

14 After dinner he watched a DVD.

15 Before going to bed he phoned his friend.

16 He took off his clothes and put his pyjamas on.

17 He went to bed at ten past ten.

18 He read for an hour in bed.

19 He set his alarm for ten past seven in the morning.

20 He fell asleep at twenty past eleven.

Source:

<https://www.teachingenglish.org.uk/sites/teacheng/files/Yesterday%20Lesson%20Plan.pdf>

<https://www.teachingenglish.org.uk/sites/teacheng/files/Yesterday%20student%20worksheet.pdf>

Lesson plan 18

Making Plans Using MALL

Language Objective: Students will be able to form wh-questions and answers in order to make plans.

MALL Objective: Students will be able to communicate using English on WhatsApp while looking up information on Yelp.

Civics Objective: Students will be able to identify problems, devise solutions and implement a plan of action.

Language pre-requisite: Students must be familiar with forming wh- questions and answers.

MALL pre-requisite: Preferably, students are familiar with WhatsApp and/or Yelp so that they can focus on the authentic contextualized use of the language (Hockly, 2013).

| Stage | Instructions for Teacher | Materials |
|---------------|--|--|
| Introduction | <p>Review wh- questions.</p> <p>Set up scenario: You are trying to meet up with an English-speaking friend to try a new restaurant in town. You and your friend have specific scheduling, transportation and dietary needs, so it can be difficult to find a restaurant that you both will like.</p> | |
| Pre - Task | <p>Give (or send via WhatsApp) students their role. (See <i>Sample Roles</i>).</p> <p>Pair each student up and have them exchange WhatsApp numbers. (Students can pick partners if they are wary of exchanging numbers)</p> <p>As a class, brainstorm questions for making plans (see <i>Questions</i> for examples).</p> <p>Model the process with one student using the projector.</p> | <p>Student roles Teacher phone One student phone Projector</p> |
| During - Task | <p>Students use their roles to text their friend questions in WhatsApp about where they would like to go. Students are required to use a certain number of wh- question forms (number set by the teacher).</p> <p>Students check Yelp to find restaurants that fit both their needs and their friends' needs.</p> <p>Once students find a restaurant that fits, they take a screenshot of the Yelp listing and</p> | <p>All student phones</p> |

| | | |
|-------------|--|---|
| | screenshots of their conversations with their partners, and send them to the teacher. | |
| Post – Task | <p>Teacher projects sample student conversations on the board.</p> <p>Class works together to construct an inventory of questions that are useful for making plans.</p> <p>Class discusses any communication breakdowns.</p> | <p>Student screenshots</p> <p>Projector</p> <p>Whiteboard</p> |

Sample Roles

| |
|---|
| <p>Role A</p> <p>You live in the Mission District in San Francisco and don't want to travel outside of the city. You work until 9 pm. You can only meet at restaurants that are open after 9:30 pm. Your favorite food is seafood. You don't like Italian food. You don't drink alcohol and don't want to meet at a bar. You can spend up to \$\$\$ on dinner.</p> |
| <p>Role B</p> <p>You live in San Jose, but you can meet friends anywhere in the Bay Area. You are only free on Monday after 5 pm. You are a vegetarian. You can spend up to \$\$ on dinner.</p> |
| <p>Role C</p> <p>You live in Berkeley, and you only want to meet friends in Berkley, or Oakland. You can only meet on Saturday or Sunday for lunch. You love Mexican food and Korean barbecue. You don't like burgers. You can only spend \$ on lunch.</p> |
| <p>Role D</p> <p>You live in the Sunset neighborhood in San Francisco and you can meet your friend anywhere in the Bay Area. You work until 7 pm and can only meet at restaurants that are open after 7:30 pm. You eat anything except fish. You can spend up to \$\$ on dinner.</p> |

Source: <http://sites.miis.edu/mall/sample-lessons/mobile-lessons-for-intermediates/alexasquires-activity/>

Lesson plan 19

Proper Noun Gallery Walk Activity

Subjects

- Arts & Humanities
--Language Arts

Grades

- 3-5
- 6-8
- 9-12

Brief Description

A gallery walk activity helps reinforce the concept of proper nouns.

Objectives

Students will

- learn to recognize proper nouns.
- work together to use their knowledge to build lists of proper nouns.

Keywords

grammar, noun, proper noun, jigsaw, gallery walk

Materials Needed

- large sheets of chart paper
- markers or crayons of several different colors

Lesson Plan

A *proper noun* is a noun that names a specific person, place, or thing.

After introducing the concept and providing examples of *proper nouns* use this gallery walk activity to help build/reinforce students' awareness of the concept.

Arrange students into groups of three or four. Provide each group with a different colored marker or crayon. Post around the room large sheets of chart paper. Each sheet of paper should have at the top one of the "Proper Noun Gallery Walk Activity Sheet Headings" listed below. Post the same number of sheets as you have groups of students.

Nine sheets are listed below. If you only have six groups of students, eliminate some of the headings.

-- You might combine State, Country, and City Names into one large category, "Place Names."

-- Or you might include eliminate Vehicle Names and include it among the proper noun categories included under the "Other Proper Nouns" heading.

No matter how many headings you use, be sure to include one sheet of paper that is headed "Other Proper Nouns." That will accommodate a wide variety of proper nouns not included in other categories.

Proper Noun Gallery Walk Activity Sheet Headings

- State Names
- Country Names
- City Names
- Bodies of Water
- Team Names
- Company Names
- Languages
- Vehicle Names
- Other Proper Nouns -- Do not give students any hints about what "other" proper nouns might be listed there. Just see what they come up with. This sheet could capture a wide variety of proper nouns, including days of the week, months of the year, holidays, religions, names of special awards, club names, ship names, specific names of landmarks and buildings, names of specific products

When groups are set, each with a different colored marker or crayon, assign each group to a chart. Give students five minutes to write on the chart all the proper nouns they can come up with that fit under that heading.

It might help if the first group at each chart writes closest to the top of the chart. Then each subsequent group can add their lists under the previous group's list. That will make it easy if you wish to tally each group's contributions at the end of the activity.

Also, to avoid confusion, You might want to have one member of each group serve as the recorder for that group. Groups might change recorders from chart to chart so each student gets an opportunity to write.

At the end of five minutes, have each group tally and record the number of proper nouns it wrote and circle the number. Then have all groups shift to the next chart to their right. Give them five minutes to review what the previous group has written and to add new proper nouns to that list.

At the end of five minutes, call time and have all groups tally their contributions and shift to the next chart to their right. Continue until all groups have had five minutes to add to each chart. Adding to some of the charts is likely to get progressively more difficult.

When the activity is complete, share each chart with all the students. Draw attention to errors, clear up misconceptions, and reinforce rules for recognizing proper (vs. common) nouns. Adjust the groups' tallies accordingly.

Pay a little extra attention to the chart with the "Other Proper Nouns" heading. Bring up any of the categories of "other proper nouns" that students might have omitted. Did they include days of the week, months of the year, holidays, religions, names of special awards, club names, ship names, specific names of landmarks and buildings, names of specific products?

Let students tally the totals for each group to see which group came up with the most proper nouns.

When completed, the activity should have clarified for students the concept of the proper noun.

Assessment

Provide students with a short quiz of ten statements that include a wide variety of proper nouns. Some of the proper nouns should be properly capitalized and others should be erroneously uncapitalized; in addition, some common nouns also might be erroneously capitalized. Have students edit the statements so all proper nouns are capitalized and all common nouns are lower case. Students should achieve a score of 90 percent or better on this activity.

Lesson Plan Source

Education World

Submitted By

Gary Hopkins

Click to return to this week's lesson planning theme page, [Teaching Grammar Without the Hammer: Five Fun Activities](#).

Source: https://www.educationworld.com/a_lesson/04/lp334-03.shtml

Lesson plan 20

Příprava na hodinu anglického jazyka pro 4.třídou

Téma hodiny: numbers, colours

Výchovný cíl: upevňování správných návyků a dodržování stanovených pravidel při práci s počítačem

Vzdělávací cíl: zopakování slovní zásoby, pochopení pravidla tvoření číslovek

13-19

Pomůcky: krabičky se slovíčky
pracovní listy na doplňování slov
kytara

Programy: Angličtina pro nejmenší
Malování

1. **Úvod, pozdrav** („Good morning...“)

2. **Motivace-** Proč se učíme anglický jazyk?

Kde všude se s ním setkáme - v cizině
- doma
- výrazy ve sportu
- nápisy
- počítače (příkazy
zkratky,
názvy kláves)

3. **Rozehřátí** - žáci se zbavují ostychu mluvit cizím jazykem

„Tleskačka v kruhu“- žáci sedí v kruhu na koberci a vytleskávají na 2 doby svoje jméno, na další 2 doby jméno souseda po levici (1. a 2. doba rukama, 3. a 4. doba o stehna)-
„I am, you are“ postupně zrychlujeme,
necháme projet 1 nebo 2 kola.

4. Přiřazování slov - polovina žáků páruje slova vytištěná na lístečcích
(v programu Excel vytvořené tabulky slov v Aj a Čj
rozstříhané a uložené do krabiček po 30 výrazech)
druhá polovina žáků pracuje
na počítačích – podle schématu na tabuli společně
vyhledají program:

START-PROGRAMY-VÝUKA-ANGLICKÝ JAZYK-ANGLIČTINA PRO
NEJMENŠÍ- SLOVNÍ ZÁSoba-PROCVIČOVÁNÍ-IV/1 Dec

Žáci si procvičí přiřazování slov a zjistí svou úspěšnost v „hodnocení“.

Před započítím činnosti si žáci zopakují zásady, které je nutno dodržovat při práci na počítačích.

5.Hodnocení po skončení činnosti - Co žákům více vyhovuje- manuální přiřazování lístečků nebo práce s počítačem? V čem vidí výhody/nevýhody obou způsobů?

6.Motivační píseň TEN LITTLE INDIANS – žáci sedí v kruhu na koberci a postupně vstávají na radu po sobě jdoucích čísel 1-10. Při sestupné řadě si opět sedají.

7. Procvičení čísel 0-10 na počítači –v párové práci žáci procvičí daný tématický okruh a zjistí své hodnocení.

8.Nové učivo- čísla 10-20 - ve výukové části programu se žáci seznámí s novými číslovkami a sami mají objevit princip tvoření číslovek 13-19 . Pozornější žáci si mohou všimnout nepravidelnosti v tvoření některých číslovek

Po absolvování výuky přejít na „přiřazování“ a vyzkoušet si zvládnutí nového učiva. Nakonec zjistíme úspěšnost v „hodnocení“.

9.Hra „Na barvy“- po vyslovení určité barvy učitelem žáci mají za úkol dotknout se předmětu dané barvy.

10. Jakou barvu dáme drakovi? – v programu Malování budou žáci ve dvojicích vybarvovat připravený pracovní list „Drak“. Střídavě jeden z žáků říká anglicky barvu, druhý ji použije k vybarvení označeného pole.

11. Zadání domácího úkolu – Doplnit pracovní list „Krajina“ : žáci doplní povinně slova u očíslovaných předmětů. Nepovinně mohou dopisovat slova k ostatním věcem v obrázku a neznámá vyhledat podle slovníku.

12. Závěr, hodnocení hodiny: diskuse v kruhu – co se žákům líbilo, nelíbilo

- s čím měli potíže a v čem by se chtěli zlepšit
- co by je z nabídky na počítači zajímalo příště
- co by je bavilo i doma

Lesson plan 21

Narrating in Simple Past with Video

Donna Hurst Tatsuki

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If a picture speaks a thousand words then motion pictures must express millions. Although video can be used as a stimulus to write in a variety of genres, styles and persuasive forms, this activity uses video to produce a narrative paragraph.

- Objectives
 - To provide practice in constructing simple past tense forms and checking for subject verb agreement.
 - To give students a context to write a narrative paragraph using appropriate temporal adjectives and past tense forms.
- Level:
 - False Beginner to low intermediate
- Materials:
 - Video segment depicting a series of actions. Some good sources are TV commercials, rock videos, and movies. One of my favorite movie segments is the suspenseful opening scene in Raiders of the Lost Ark. I also have a favorite TV commercial in which a mother does and witnesses a number) things before her first cup of coffee in the morning. After that first sip she transforms from a mute zombie to a roaring drill sergeant.
- Preparation:
 - Select the video segment.
 - Write a target narrative paragraph to determine the number and nature of the verbs that are likely to be used.
 - Make a list of these target verbs and supplement the list with related verbs.
- Procedure:
 - Warm-up (to pre-teach or stimulate thinking about verb forms)
 - Make a list of lexical verbs including those that might be useful in the following activity.
 - Read the present tense for one by one to each student. Student should supply the correct simple past form. Use pronouns before the verb forms to increase some awareness of subject verb agreement in present tense forms.
 - Read the past tense using a pronoun form with the verb. Student should supply the correct present tense form with subject pronoun agreement.
 - Variation:
 - An alternative is to give the lists to each group and ask one group member to read out verb prompts to the group. In that case the list should have pronouns written with the verbs.
- Task
 - Form small groups (3-4) and watch video segment.
 - Write a short summary of what happened, step by step in simple past. Use temporal markers like first, then, next, finally, at the end, etc.
 - Ask one group member to read the summary aloud.
 - Ask a different group member to list the verb forms used on the board, writing both the simple past and the present tense forms.
 - Repeat steps 3 and 4 for each group.
 - Circle the verbs common to each group's summary, underline those that are different, correct any that are ill-formed.

Source: <http://yeuanhvan.com/writing-plan/2563-narrating-in-simple-past-with-video>

Lesson plan 22

Smoking stinks

Topic

Reasons not to smoke/to give up smoking. This lesson could be used in conjunction with the World Health Organization's No Tobacco Day on 31st May each year.

Aims

- Raise awareness of the many reasons not to smoke, or to give up smoking.
- Extend students' vocabulary to talk about health risks and other issues connected with smoking. E.g. bad breath, anxiety, blood pressure.
- Develop students' writing skills through writing a paragraph (using vocabulary) about one negative aspect of smoking.
- Encourage peer feedback and correction on writing.
- As an optional final task, develop students' oral fluency as well as their ability to work together to design a poster and present it to their peers.

Age / level

Older teenagers and adults – CEF level A2/B1 and above.

Time

45-60 minutes.

Materials

- Before your lesson, you will need to find 4 images from anti-smoking campaigns. Below are suggested images with a creative commons licence:
 - Related to smoking and health: [Crosswalk anti-smoking message, Singapore by Cory Doctorow](#)
 - Related to how smoking affects appearance: [antismoking08 by xkorakidis](#)
 - Related to how smoking affects others: [Anti-smoking-campaign by J.A](#)
 - Related to smoking and money: [Anti-smoking store @ Orchard Rd by Kevin Lim](#)
- Student worksheet
- Poster paper and suitable pens to make a poster if available

Introduction

Focusing on speaking, vocabulary and writing, this lesson aims to raise awareness of the many reasons not to smoke tobacco.

It could be done with older teenagers or adults from a good A2 level onwards. Some of the vocabulary is a little above that level, but the main activities of speaking and writing can be done at whatever level the students are at. This would also make it a good task for a class with noticeably mixed abilities.

The lesson begins by focusing on some anti-smoking posters, and students discuss the message and effectiveness of each one. They then learn some vocabulary to talk about four key reasons not to smoke: (health, cost, the impact on your attractiveness, and the impact on others). Students then choose one of these reasons and write a paragraph about it, using the vocabulary as appropriate. As an optional final activity, the students design their own anti-smoking poster and present it to another pair or to the class.

Procedure

| | |
|---|--|
| 1. Lead-in (3-4 minutes) | <ul style="list-style-type: none"> Write the title of the lesson 'smoking stinks' on the board. Explain the double meaning – that smoking smells bad and that smoking is a bad or unpleasant thing. See if everyone agrees (they may not!) and elicit some ways in which both meanings might be true. If relevant, explain that 31st May is the World Health Organization (WHO) No Tobacco Day. Each year the WHO encourages people to give up for at least that day, and tries to raise awareness of the negative effects of smoking. |
| 2. Speaking (5 minutes) | <ul style="list-style-type: none"> Show your students the anti-smoking images (see <i>materials</i> above) and ask them to discuss the message and which they find most/least effective and why. Briefly feedback as a class. You could also ask students: <ul style="list-style-type: none"> what other posters or adverts they have seen which they thought were effective. whether they think cigarettes should be sold in plain packaging. |
| 3. Vocabulary focus (10- 15 minutes) | <ul style="list-style-type: none"> Give out <i>worksheet 2</i> and ask students to work together to categorise the words and phrases under the four headings given. Students might need to use dictionaries for some of the words (wrinkles, asthma, lungs, stains). This is a relatively subjective task, but suggested answers are: A: anxiety (some people think it relieves anxiety, but it actually causes it as the withdrawal symptoms start) asthma, lungs, cancer, heart disease, blood pressure, addiction, colds and flu (you are likely to catch more of these), pregnant (smoking can damage the baby and make you less likely to get pregnant in the first place). B: wrinkles, bad breath, yellow stains (on fingers and teeth) C: expensive addiction (you have to buy them), save (you could save a lot of money by giving up) D: passive smoking, second-hand smoke, asthma (children of smokers have much higher levels of asthma) As you carry out feedback, encourage students to explain why they chose to put the words and phrases under each heading. This should push them to use all the language they have at their disposal. Make notes of good points and any other useful topic-related language which |

| | |
|--|--|
| | comes up. |
| 4. Writing/ further vocabulary practice (15-20 minutes) | <ul style="list-style-type: none"> In pairs, ask students to choose one of the four headings and write a paragraph about it, using the vocabulary from the previous stage. You could give them a completely free choice, or you could allocate different areas to different pairs. Monitor and help students with the language they need. Put pairs into groups of four, and ask them to read each other's paragraphs and comment on both the content and the language. Give students a little longer to re-draft and make any changes. At this stage, you could put the paragraphs up on the wall for students to go around and read (this will work better if they have written about different aspects) You could end the lesson here at about 40-45 minutes or continue to the group work. |
| 5. Group work (15-20 minutes) | <ul style="list-style-type: none"> Remind students about the posters they looked at early and ask them to work in pairs or small groups to design their own poster, using the guiding questions on the worksheet. Depending on the time available, students could print pictures, draw them or simply describe them. To finish, let students present their ideas to either another pair/group or to the class. <p>There is a follow up activity here at around B2 level: https://learnenglish.britishcouncil.org/en/magazine/tobacco</p> <p>Students listen and read, and answer questions.</p> |

Contributed by

Rachael Roberts

Smoking stinks

1. Work in pairs or small groups. Check the meaning of the words and phrases in the box and decide together which heading they should go under. Some words and phrases may go under more than one heading.

wrinkles passive smoking save anxiety asthma lungs cancer
heart disease second hand smoke bad breath yellow stains
pregnant blood pressure expensive addiction colds and flu

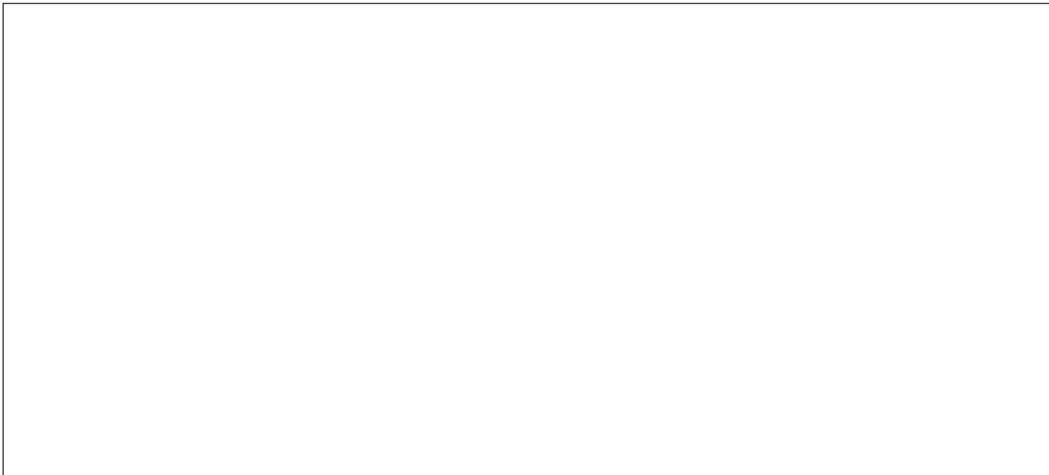
A. How smoking affects health

B. How smoking affects how attractive you are

C. How smoking affects your finances

D. How smoking affects others

2. Work in pairs. Choose one of the headings (A-D) on the other side of the worksheet and write a paragraph with that heading. Try to use the vocabulary you selected.



3. Show your paragraph to another pair. Can they add any more ideas, or help with any corrections?
4. Work in small groups. You are going to create an anti-smoking poster. Follow the instructions.
- A. Decide together how you are going to persuade people to stop smoking, or not to start. You could look at:
- the health problems it causes
 - the unpleasant effects like wrinkles and bad breath
 - the cost of smoking (you could also look at the cost to the country as a whole)
 - the impact on children and other non-smokers?
 - something else (for example how quickly your health improves when you give up)
- B. Plan what image(s) your poster will have. You could find images online, draw a sketch or just describe it.
- C. What words will your poster have? What can you say that will really persuade people?

5. Present your poster to the class, or to another pair. Explain how you made your decisions.

www.teachingenglish.org.uk

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Source:

https://www.teachingenglish.org.uk/sites/teacheng/files/lesson_plan_no_tobacco_day.pdf

https://www.teachingenglish.org.uk/sites/teacheng/files/No_tobacco_day_WS2.pdf

Lesson plan 23



Thanksgiving and Loi Krathong lesson plan

| | |
|--|---|
| <p>Learning Objectives:</p> <p>The lesson objectives are taken from the Global Scale of English (GSE) Teacher Toolkit. Learn more: english.com/gse.</p> <ol style="list-style-type: none">1. To derive the meaning of unknown words from short, familiar contexts2. To report factual information <p>Skills: Reading, Speaking</p> | <p>Age/Level: Teenagers and adults / Intermediate (B1) and above</p> <p>Completion Time: 45 minutes</p> <p>Resources: Thanksgiving and Loi Krathong activity sheets (one of each per pair)</p> |
|--|---|

Warm-up (15 minutes)

Write AUTUMN on the board and divide the class into small groups. Have the groups write as many words and phrases as they can think of associated with autumn. These could include types of weather (rainy, cold, wet), colors (green, brown, gold), food (turkey, pumpkin pie) etc.

After a few minutes, invite individuals from each group to share their ideas with the class and add them to the board.

Then write Thanksgiving and Loi Krathong on the board with the questions *When? Where? Why?*

Explain that Thanksgiving and Loi Krathong are two festivals which take place in autumn each year and ask students to work in pairs to share what they know about the two festivals.

After students have shared their ideas with the class, give each pair of students a copy of each of the texts: student A reads about Thanksgiving and student B reads about Loi Krathong. Have them scan their text quickly to find the answers, and share them with their partner and then with the class.

Key:

Thanksgiving: celebrated on the second Monday of October in Canada and the fourth Thursday of November in the US. In both countries it is a celebration of the harvest, though in the US it is also linked to the arrival of British pilgrims in the 17th century.

Loi Krathong: celebrated in Thailand to mark the end of the rainy season on the day of the full moon in November.

Activity 1 (15 minutes)

Have students read their text again and with their partner decide if the statements are referring to Thanksgiving, Loi Krathong or both.

Check the answers as a class.

Key:

- | | |
|-----------------|-----------------|
| 1. Both | 4. Both |
| 2. Thanksgiving | 5. Thanksgiving |
| 3. Loi Krathong | 6. Both |

Activity 2 (10 minutes)

Refer students to Activity 2. Have them take it in turns to read the definitions to their partners who should then find the correct word (in bold) from the text.

Key:

Student A

- | | |
|----------------|-------------------|
| 1. Handicrafts | 4. Trunk |
| 2. Meditation | 5. Biodegradable |
| 3. Monks | 6. Incense sticks |

Student B

- | | |
|--------------|-------------|
| 1. Discounts | 4. Feast |
| 2. Harvest | 5. Pilgrims |
| 3. Pumpkin | 6. Parades |

Follow up (5 minutes)

Have students discuss in pairs which of the two festivals they would like to celebrate and why. Invite individual students to share their opinions with the class.

Student A - Thanksgiving

Thanksgiving is a popular celebration in Canada and the US. In both countries, it's a time to celebrate the **harvest** and say thanks for all the good things in life. In the US, it is also a time when people celebrate the arrival of British **pilgrims**, who crossed the ocean to start a new life during the 17th century.

In Canada, people celebrate Thanksgiving on the second Monday of October, but in the US it takes place over a month later, on the fourth Thursday of November. People say that Canadians celebrate Thanksgiving earlier than Americans because they are further north and so the autumn harvest happens earlier.

To celebrate Thanksgiving, families meet together and prepare a delicious **feast**, often with roast turkey and **pumpkin** dishes. In both countries, there are also sports events and **parades** which many people watch. As it was originally a religious celebration, many people also go to church and it's common for families to share what they are thankful for as they sit around the dinner table.

Black Friday, which is celebrated the day after Thanksgiving in the US, is a day when shops have incredible **discounts** on lots of products. Originally just a US tradition, now shops around the world celebrate Black Friday.

Activity 1

Share what you read about Thanksgiving with your partner and then decide if these statements are about Thanksgiving or Loi Krathong or both.

1. It's celebrated on a different date each year
2. Many people watch a football match on the same day as the celebration
3. People light candles as part of the celebration
4. People watch parades
5. On the next day, many people go shopping
6. It was originally a religious celebration

Activity 2

Read the definitions below to your partner and write the words they tell you.

Then, listen to your partner's definitions and tell them the correct word **in bold** from your text.

1. Objects which are made by people, not machines
2. An activity people do when they sit quietly and think about life
3. Men who are very religious and live in a religious group
4. The part of a tree growing out from the ground
5. An adjective meaning rubbish won't have a bad effect on the environment
6. Aromatic material, often burned for religious celebrations

Student B - Loi Krathong

Loi Krathong is a festival which takes place every autumn in Thailand. It's celebrated on the same day as the full moon in November and is a celebration of the end of the rainy season in the country.

In some areas of Thailand, the celebration lasts for five days with different events happening, such as donations to local **monks**, shows with traditional dance and music, fireworks and street markets with local **handicrafts**.

The festival has religious origins and it's a time when people give thanks to the water spirits for the rain they sent. For religious groups, it's also a time of **meditation**.

Part of the celebration involves making a *loi krathong* to send down the river. The *loi krathong* can be made from banana tree **trunk**, plants or bread. Unfortunately, many people make them with plastic which is bad for the environment as they aren't **biodegradable**. As people send their *loi krathong* down the river, they make a wish. Some people also put a little bit of their hair or a fingernail in the *loi krathong* as they believe this helps them release their negative thoughts. They also put a candle, three **incense sticks** and often a coin on the *loi krathong*.

Activity 1

Share what you read about Loi Krathong with your partner and then decide if these statements are about Thanksgiving or Loi Krathong or both.

1. It's celebrated on a different date each year
2. Many people watch a football match on the same day as the celebration
3. People light candles as part of the celebration
4. People watch parades
5. On the next day, many people go shopping
6. It was originally a religious celebration

Activity 2

Listen to your partner's definitions and tell them the correct word **in bold** from your text. Then, read the definitions below to your partner and write the words they tell you.

1. Money off items, either in shops or online
2. The time of year when farmers collect vegetables and other plants
3. A large orange vegetable, often used during Halloween celebrations
4. A big meal, with lots of delicious food
5. People who travel a long distance, sometimes for a religious belief
6. Events involving people walking in the streets, often with music and costumes

Source: <https://s3-us-west-2.amazonaws.com/prodengblogs/assets/2018/11/Thanksgiving-and-Loi-Krathong-lesson-plan.pdf>

<https://s3-us-west-2.amazonaws.com/prodengblogs/assets/2018/11/Thanksgiving-and-Loi-Krathong-Activity-sheet.pdf>

Lesson plan 24

Lesson Plan : What Are You Doing?

Teacher Name: Jacobs
Grade: Grade 5
Subject: World Languages

| | |
|------------------------------------|--|
| Topic: | What are you doing? Present Progressive |
| Content: | Be able to state what the people are doing in the pictures and put in a complete sentence What are you doing?What is he doing? What are they doing? eating breakfast ,Playing guitar,drinking juice, writing a letter,singing a song,reading a book,drawing a picture,dancing,drinking, watching TV. Continue practice of conversation What are your plans for the weekend? and What did you do today and yesterday? |
| Goals: | To be able to write and speak in the present progressive. To learn new vocabulary To recognize the difference between simple present and present progressive. |
| Objectives: | To be able to change from one tense to the other To use in their conversations with their friends and classmates to explain what they are telling them in every tense. |
| Materials: | Handouts and PowerPoint, copies for all students of all materials to help with other classes. |
| Introduction: | Today we will continue our use of the present progressive that you are writing in My. Songs class. Because of the wasted time talking about the rules we will have to practice our conversations next Wednesday. We will reinforce(which means to practice make easier) his lessons by watching the presentation and repeating. First though I want everyone to get out your conversation papers so we can practice. |
| Development: | Asked the students what was happening in the pictures to see if they understood the present progressive. I will demonstrate by having them ask me the questions in the conversation and listening to my answers. |
| Practice: | Practiced in pairs by asking what the person in the picture was doing? Each student in the pair had a blank box and needed to ask the other student what they were doing and be able to write it in the empty box |
| Accommodations: | As a warm up, ask one of the students to come up to the front of the class. Show the student a flashcard with one of the action verbs, and ask them to mime the card. Then ask the other students what he/she is doing. Have a few different students come up and try different verbs. You don't have to correct them much at this point. The idea is just to get them thinking about the present progressive form. |
| Checking For Understanding: | Walked around the room to check their work and ask them to explain what they wrote down |
| Closure: | I feel they understand the present progressive but there are still many spelling errors |
| Evaluation: | Students will take a three part exam and quiz. We will take this over six days for ten minutes at a time. I would like to hit all learning styles with this quiz. |
| Teacher Reflections: | Will finish up the present progressive next week in Mr Songs class. |

Source: <http://www.teach->

[nology.com/lessons/lsn_pln_view_lessons.php?action=view&cat_id=12&lsn_id=11616](http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&cat_id=12&lsn_id=11616)

Lesson plan 25

Activity: A Day in the Life

Context

- Adult immigrant non-academic
- Beginning level
- In an adult education program

Activity Overview

- This activity will be completed partly out of class and in class
- The idea is for students to generate their own classroom materials through their WhatsApp communication outside of class, that will then be presented in class.
- The focus of this activity is on practicing using relevant vocabulary related to learners' daily routines, and using the correct form of the present simple tense. The use of partners to narrate and share each other's daily routines is meant to elicit inflection for third person singular, as well as to facilitate community building among the learners.

Potential Learner Training

- Learner training will need to be implemented if students are unfamiliar with WhatsApp and/or creating audio recordings within a WhatsApp conversation. This training could include an in-class activity that has students practice navigating WhatsApp and recording themselves.

Goals

- Learners will use the present simple tense to describe the daily routines of their classmates

Objectives: As a result of this lesson, SWBAT:

- Provide information about the everyday activities of their classmates using their speaking and writing skills
- Inflect correctly for tense and third person singular

General Sequencing of Activity (post instructions)

1. Learners are put into pairs (in a way the instructor feels is appropriate depending on classroom environment and/or policies)
2. Before leaving class that day, a new WhatsApp class conversation will be started and can be assigned its own title such as, "A Day in the Life". The instructor checks to make sure that each pair is present within the new class conversation thread.
3. Before the next class meeting, learners take videos or pictures representing a daily routine e.g. take the bus, eat breakfast, study English.
4. Each pair is responsible for responding to their partner's multi-modal input with an audio recording of themselves stating their partner's name and what they do everyday. Although the learners are paired up, they are not limited to only narrating only one classmate's input, thus allowing them to practice more if they are motivated to do so.

5. Ideally, learners are compiling at least five everyday activities throughout the day.
6. After learners send their oral recordings, the learners are encouraged to use the chat function to negotiate for meaning if they think there was a misunderstanding of the everyday activity that is being represented. Each pair uses the WhatsApp keyboard to transcribe their audio recordings. ***This provides learners an opportunity to autonomously practice negotiating for meaning on their mobile devices outside of the classroom.**
7. In the next class meeting, the instructor can display the activity conversation on the TV screen. As the instructor scrolls through the conversation, each pair can present each other's photos and transcriptions. These informal presentations will be used as the class

completes a chart with the verbs used to describe the learners' everyday activities and how it has been conjugated throughout the conversation.

- a. Instructor provides feedback on learners' successful narrations of everyday activities and helps learners review the verbs used.

| Everyday Activity | Present simple tense & third person singular |
|----------------------|---|
| Study in the library | studies in the library *Studys in the library |
| Take the bus | Takes the bus |

***Irregular conjugations may have to be reviewed as the class completes the chart. The instructor could lead the class in a noticing activity that has learners identify and label which verbs are irregular.**

This activity may help with:

- Increasing learner autonomy by incorporating student generated class material
- Community building through collaboration
- Encouraging students to integrate MALL into their everyday lives
- Increasing learners' awareness to multi-modal texts

***It would be essential to provide clear instructions to learners that they should not provide captions for their own photos. The purpose is for learners to engage in a communicative activity in which they provide oral narrations to each other's photos. Instructors may have to remind students about this by posting in the WhatsApp conversation.**

- a. The image below represents a sample WhatsApp conversation with a photo representing an everyday activity and an audio recording used to narrate the photo.



Source: <http://sites.miis.edu/mall/sample-lessons/beginnersnovices/jennalee-kuligs-activity/>

SHRNUTÍ

Tato práce se zabývá efektivním plánováním hodiny. První část práce se věnuje teoretickým poznatkům o tom, jak by měl vypadat a co by měl obsahovat efektivní plán hodiny. Na tuto část práce navazuje praktický výzkum, který se zabývá analýzou 25 plánů anglických vyučovacích hodin a zkoumá je na základě hodnoticí tabulky s kategoriemi a kritérii hodnocení. Výsledky výzkumu jsou prezentovány za pomoci grafů a jsou dále komentovány. V závěru práce jsou popsány skutečnosti, jak tento výzkum mohou využít učitelé v praxi.