

# Lesson Plan Sample

## Background Information

Date	11th April 2018
Time	9:00-9:50
Class Name	Elementary
Teacher	Simon Hughes

Lesson Aims		Simon Hughes
Main Aim	<ul style="list-style-type: none"> <li>Use different prepositions of place accurately in spoken English to describe where things are.</li> </ul>	
Sub Aim(s)	<ul style="list-style-type: none"> <li>To revise a lexical set of vocabulary related to furniture and items found in the kitchen.</li> <li>To give students controlled and freer speaking practice.</li> </ul>	
Personal Aim	<ul style="list-style-type: none"> <li>To ensure that instructions are clear and checked.</li> </ul>	
Context		
The target language will be presented in a situational context. A mouse is in the kitchen and the target language will be used to describe where the mouse is.		
Assumptions and Timetable Fit		
I'm assuming students know vocabulary related to furniture and items found in the kitchen as this vocabulary has been presented and practised in previous lessons this week.		
Target Language		
10 Prepositions of Place: <i>at/on/in/in front of/behind/between/next to/opposite/under/over</i>		
Materials and Equipment		
Whiteboard and pens, a pen and paper per student, pictures of house for freer practice		
Anticipated Problems and Solutions		
<ul style="list-style-type: none"> <li>Some of the prepositions are more complex than others e.g. 'opposite' and 'next to'.</li> <li>Maria and Jose always talk.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that my board plan is clear so the meaning of 'opposite' etc is clear.</li> <li>Ensure Maria and Jose do not sit together.</li> </ul>	
Class Profile		
A multilingual class of 10 students from France, Spain, Italy and Japan. All students are learning English to further their careers in their home countries. Maria and Jose are strong speakers but often inaccurate. Yoko is accurate but is often reticent to speak.		

## Outline of Procedures

5 mins	Stage Name	Stage Name	Stage Aim	Interaction
5 mins	Context setting Vocab review	Use board drawing of kitchen. Check students know the vocabulary (table, fridge etc). Establish character of frightened husband trying to find mouse	To revise vocabulary and establish the context	Whole Class
5 mins	Present target language	Draw mouse in various positions in the kitchen and elicit where it is – correct and drill sentences –  <b>husband and wife,</b> <b>H:</b> Where's the mouse? <b>W:</b> It's under the table And so on	To present target language and give students controlled oral practice	Whole Class
5 mins	Controlled Practice	Divide students in pairs and give each pair a role: Student A – husband, Student B – wife. Students practice questions and answers using the picture on the board.  E.g. <b>A:</b> Where's the mouse? <b>B:</b> It's on the fridge Students swap roles half-way through. Teacher monitors and provides help with pronunciation and language	To provide controlled practice of the target language	Pair Work
10 mins	Less Controlled Practice	In groups, students extend the dialogue and improvise to extend and act out the scene using more characters Teacher monitors and provides support Students act out their scenes for others to watch	To provide less controlled practice	Group Work
10 mins	Written consolidation of oral work	Appoint a student as 'writer' at the board. Class recall and dictate a sentence from the dialogues. Continue with different students and new sentences	To consolidate target language	Whole Class
10 mins	Freer practice	Hand out pictures of whole house labelled A and B (Sheets A and B have the mouse in different places). In pairs, students explain to each other exactly where the mice are without looking at each other's pictures. Partners must draw mice in the correct places.  Teacher monitors and takes notes on errors and good uses of language	To provide freer oral practice in a communication activity	Pair Work
5 mins	Error Correction/ Feedback	Teacher provides praise to students on good language use Teacher gives delayed 'cold' correction on errors including pronunciation errors	To consolidate learning	Whole Class