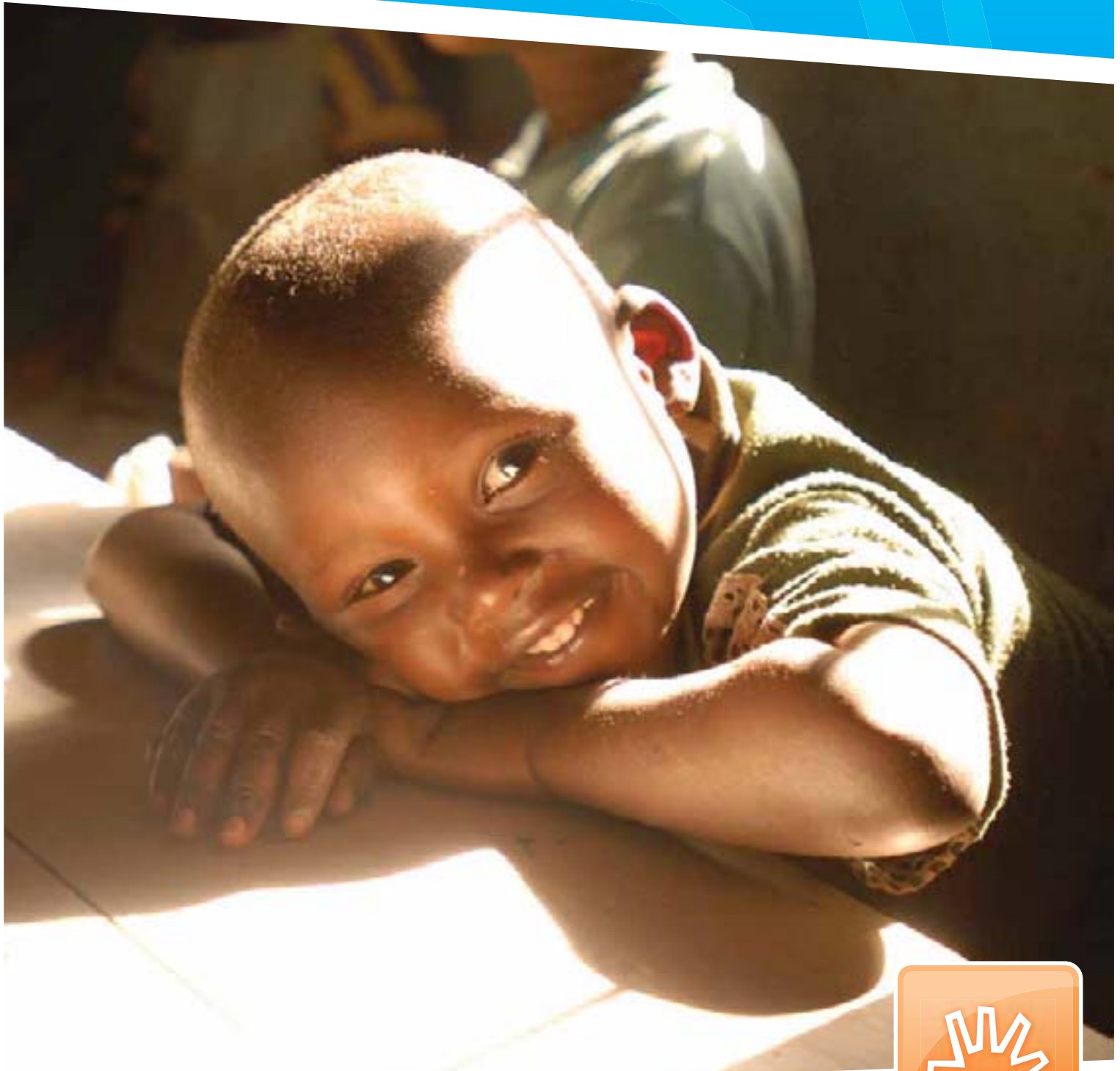


Over 30

Lesson Plans

for Newly
Qualified Teachers

Helping you make the most of your time abroad



i-to-i



Lesson Plans for Newly Qualified Teachers

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Welcome to i-to-i's stockpile of tried and tested lesson plans.

What you will find on your first teaching post (and possibly your second, third and fourth ones too!) is that you'll spend much of your time looking on in envy at those teachers who have a seemingly endless supply of fantastic lesson plans. The people who seem able to teach any lesson, at any level, simply by delving into a big box and pulling out yet another cunning plan!

In the name of global harmony and to save you turning green with envy, we've put together a pack of over 30 lesson plans that will get you off to a great start in your new job and give you the confidence to handle anything that's thrown your way.

By the way, if you do find things 'thrown your way', try to remember the golden rule: never turn your back on the class!

You'll find plans covering a range of core skills and language points, that will save you hours of hard work and allow you to spend a little more time enjoying your new home overseas.

As you become more confident as a teacher you'll be able to make small changes to the lesson plans to cater for different language abilities, to adapt the lessons to cover different language areas or to just change them to fit your new-found teaching style.

No matter how many lesson plans you've got you'll always need more, but the plans we've put together will give you a great start in the world of language teaching.

Please let us know how you get on with them – we're always keen to hear about any changes or improvements you've made.

And remember, good teaching is all about planning. The better the plan, the better the lesson – as long as you are also able to cope when the plan doesn't quite go to plan!

Have a Great Time!



How to use this resource

We have tried our best to present the lesson plans in some sort of logical order and have settled on listing them by approximate level that the plan is appropriate for: Elementary, Pre-Intermediate, Intermediate and Upper Intermediate, and even then this is only as a guide. When teaching you will find a range of classifications of learners but we hope that these are clear to understand! We should also point out that 'classifying' learners' language ability is never as easy as saying Elementary – in any group you will always find a range of levels and should expect this! Many of the lessons can be used for many different language levels – we have tried to classify by the lowest level you could use the lesson plan with but please don't hesitate to use the plans with a higher level if you feel it is appropriate.

Lesson plans can often be very specific to a time, a place, a culture or even a specific teacher. All of the lesson plans here have been developed from actual work in the classroom, rather than just a theoretical approach to teaching, and as a result you will find that many examples may mention specific places, countries or customs. If you are comfortable with this then fine – teach away! However, to make the lesson plans even more appropriate to you, you may well want to consider altering places, names, foods etc to fit with your own personal experience, the cultural experience of your students and what you know they will recognise and respond to. The whole purpose of using place names and familiar icons is to engage your students so don't hold back in applying your own choices in place of what you find here.

Whatever you do, remember the following:

- Use the plans as a guide, don't worry if you don't always follow them to the letter
- Adapt and personalise the plans to suit your students
- Don't be scared to try new things – you never know if they'll work until you try!



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Lesson 1: Articles

Objective:

This is a grammar lesson focusing on the various ways we use the definite and indefinite articles. It is also one of the most problematical areas for our learners. It is likely most of your students will have covered articles before. However, this is one of the few times where you are creating a system of rules to help learners use this form with accuracy. Remember this important point. Try not to tell or lecture your students but rather get them to discover HOW to use articles correctly.

Level:

Elementary (but can be used up to advanced levels if you wish).

The greater the English level of your students the faster you will go through this lesson plan and the more practice activities you will want to do in class. You may wish to spend time constructing further practice activities.

Lesson Length:

There is enough in this lesson plan for a lesson of up to 90 minutes.

Target Language:

The and A are determiners. They are also called articles:

- The is called the definite article.

The cat sat on the mat

[We refer to a specific cat and mat.]

- A is called the indefinite article.

A cat sat on a mat.

[It could be any cat or mat.]

Lesson 1: Articles continued ...

Elicit:

This is not an easy target to either elicit or teach. However, here is one suggestion. Start with a text with all the articles removed. In pairs your learners must replace the missing articles. You can use a text of a series of sentences. Here is a suggested text for Intermediate learners. Ten sentences is usually sufficient for this activity:

- Mouse is much better pet to have than hamster.
- Friend of mine sent me interesting postcard from Czech Republic.
- I have visited many countries, including Solomon Islands, Netherlands, British Isles and Bahamas.
- Best way to learn English is to find yourself boyfriend or girlfriend whose first language is English.
- There is island off coast of Wales called Anglesey.
- Ocean between Philippines and United States is called Pacific.
- Have you ever been in hospital?
- Cola war between two biggest cola companies, Pepsi and Coca Cola, is far from over.
- Mark stopped car at corner of street.
- My Japanese student wrote most interesting composition.

You could give this as a handout to your learners (one sheet between two, otherwise they may end up working individually). However, you could start the class by doing a running dictation. An exciting activity will capture the attention of your students, especially if they are young.

Place the text somewhere inside or outside the classroom. Put your students into pairs, one writing and one running. The students take turns to run (or walk quickly) to the text and remember one sentence, return to their partners and whisper it into their partner's ear, who then writes it down. This activity is very good for practising the four main skills: Reading, Listening, Speaking and Writing. It is also a great pronunciation exercise and you will need to encourage your learners to speak clearly.

Lesson 1: Articles continued ...

There are many things to consider when setting up this activity:

- How much room is there in the classroom?
- How many students do you have?
- Can you easily move the desks out of the way?
- Where will you place the students in the class?
- Will they sit on chairs?
- If the text is placed outside the classroom, will you be disturbing other classes?
- Are there any infirm or older students in the class?
- Will the culture of your students allow for this kind of activity?
- Is the text appropriate for the level of your learners?
- How do you tell your learners that the person who is running cannot write when it is their turn to run?
- How will the game finish?
- If you cannot do this activity, can you think of other ways of getting your students to write down this text without you giving it to them?

Once the running dictation activity is finished, check to make sure that the sentences they have written are correct. Now, ask your students what words are missing. Establish that they are articles. With their partner, they have to insert the missing articles, the and a/an. During this activity monitor your learners and try to establish rules that you will do feedback on later. It is important that you as a teacher are aware how articles are used, therefore you need to be familiar with the following...



Lesson 1: Articles continued ...

A Set of Rules for Articles:

We use the indefinite article for single countable nouns:

- An apple
- A banana
- A song
- An English class
- A cup
- A person
- An accident
- A beach
- A week

We use the indefinite article when an uncountable noun has been put into a container or thing:

- A cup of coffee
- A packet of cornflakes
- A bowl of soup
- A basket of shopping
- A plate of beans
- A bag of rice
- A bottle of beer
- A can of coca cola
- A drop of water
- A loaf of bread
- A lot of work
- A box of washing powder
- A piece of advice
- A piece of music

Lesson 1: Articles continued ...

Words beginning with a silent "h" are preceded with an:

- An hour
- An heir
- An honourable man
- An honest gentleman

We use the indefinite article to say what kind of thing a person or a thing is:

- A spider is an insect.
- A cat is an animal.
- Mark is an optimist.
- Catherine is a very beautiful woman.
- Chris is a good friend.
- Yuki is an excellent piano player.
- Martin is a good driver.
- What a fantastic piece of music.
- Have a nice day.

We use the indefinite article when we talk about a person's job:

- Mark is an English teacher.
- Martin is a driver.
- Yuki is a music teacher.
- Catherine is a manager.
- Chris is a projectionist.
- John Irving is a writer.
- My father was a musician.

When we talk about something for the first time we use the indefinite article. After that we use the definite article:

- I bought a book yesterday. It's about a man who gets abducted by an alien. The man manages to escape from the alien, but he is trapped on a strange planet and can't escape. Also the planet is in a different galaxy. This is the best book I have read in ages.



Lesson 1: Articles continued ...

We use the definite article when there is only one of something:

The Earth goes around the Sun.

What is the largest ocean in the world?

London is the capital of England.

The longest river in the world is the Nile.

The stars in the sky cannot be counted.

I prefer to live in the countryside rather than the city.

I rarely listen to the radio these days.

There are only 700 spaces in the car park at Leeds University.

Farmers plant seeds in the ground every spring.

We use the definite article when we talk about oceans and rivers and mountain ranges, but not individual mountains:

The River Thames

The Himalayas

The Pacific Ocean

(but not) The Everest

We use the definite article when we talk about countries that have been divided into islands, states or areas or have become a Republic (ie they have a plural form):

The Czech Republic

The United States of America

The British Isles

The United Kingdom

The Netherlands

The Virgin Islands

The Bahamas

The Dominican Republic

The Solomon Islands

Lesson 1: Articles continued ...

Some nouns and adjectives beginning with the letter u may be preceded by either a or an, depending on the way they are pronounced:

An unusual man

An uninteresting book

A unanimous decision

A uniformed police officer

We use the definite article when it is clear what we are talking about, not the indefinite article:

Can you fix the door to the bathroom, please?

Amy sat down on the chair nearest the door.

Can you turn off the light, please?

I don't feel well. I must go to the doctor.

Can you touch the ceiling?

Can you tell me where the post office is?

My brother joined the army.

I go to the cinema every Tuesday with my friend.

Is there anything on the television tonight?

(Sometimes we don't have to use an article: I'm going to watch television later.)

We use the definite article when referring to a service or a system:

Chloe doesn't like to answer the telephone.

I had to call the police last night.

The plumbing isn't working.

The electricity is being switched on today.



Lesson 1: Articles continued ...

We use the definite article when we make general statements about people or groups:

- The rich
- The poor
- The young
- The old
- The unemployed
- The starving
- The dying

Some nouns can be used as countable or uncountable, depending on their different meanings:

Church

- Amy goes to church every Sunday.
- There is a church at the end of my street.
- The church at the end of my street opens every Sunday for mass.

Experience

- Catherine has a lot of experience when it comes to dealing with people.
- I consider my years in the army a terrible experience.
- However, the experience taught me many things.

Hair

- Mark has very short hair.
- Waiter, there's a hair in my soup!
- The hair on Mark's head is very thin.

Hospital

- The hospital is in the city centre.
- There is a hospital opposite my house.
- I've been to hospital four times now.

Lesson 1: Articles continued ...

Sea

The Titanic set out to sea on 12th April 1912.

The sea is rough today.

Mark's mind was awash with a sea of memories.

Room

Have you got room in your car for one more?

There's a room in my house I never enter.

The room at the top of my house is haunted.

As you monitor the class as they do this exercise, elicit certain rules and ask your students to write them on the board. It is far better to elicit than to tell.

Now do feedback from the exercise with the class.

- A mouse is a much better pet to have than a hamster.
- A friend of mine sent me an interesting postcard from The Czech Republic.
- I have visited many countries, including The Solomon Islands, The Netherlands, The British Isles and The Bahamas.
- The best way to learn English is to find yourself a boyfriend or a girlfriend whose first language is English.
- There is an island off the coast of Wales called Anglesey.
- The ocean between The Philippines and The United States is called the Pacific.
- Have you ever been in hospital?

(This sentence is alright if you are talking about an experience in the past where you were treated there as a patient. If you use the sentence "Have you ever been in a hospital?", you are usually talking about an experience in the past of visiting a hospital, not specifically as a patient.)

- The cola war between the two biggest cola companies, Pepsi and Coca Cola, is far from over.
- Mark stopped a/the car at the corner of a/the street.

(The context of this sentence is important. If it's a specific car already mentioned it is "the". If it's a specific street already mentioned it is "the".)



Lesson 1: Articles continued ...

- My Japanese student wrote the/a most interesting composition.

(The context of this sentence is important. Was the composition the most interesting in the class? Or was it one that you found personally interesting?)

Practice:

Either in pairs or in groups, get your learners to brainstorm a set of further rules on when and when not to use the articles.

Feedback

Handouts (attached)

Gap fill

Correcting sentences

Feedback



Lesson 2: Sentence Building

Objective:

This is an all-purpose lesson designed to help your learners make sentences by clause building. You can do this lesson with large or small classes, and adapt it so that you could teach small children or adults.

Level:

Elementary (but can be used for all levels): children / teenagers / adults

Lesson Length:

There should be enough material here for a lesson lasting 60–90 minutes.

Materials:

Writing paper.

To get the students to create and join clauses together using adjectives, adverbs and noun phrases in order to make long complex sentences.

Elicit:

- The dog ran for the ball.

How can you turn this sentence of six words into a longer sentence without changing the meaning? Is it possible to create a sentence of 50 words? Put your learners in pairs or groups.

You may have to give your class many hints, depending on their level. You will know what your learners are capable of so don't be afraid to stretch them. As a teacher, you need to be aware of labeling words such as adverb, adjective and noun phrase, and you will need to be able to identify subordinate clauses and how the main verb in each clause is treated. You can use any sentence to start with. Be prepared for what sentences your learners might create.



Lesson 2: Sentence Building continued ...

Here is a sentence that your Upper Intermediate or Advanced learners should be able to cope with:

The large, wildly excited dog, which was a cross between a Border Collie and a Labrador, ran in a frenzied manner across the park near my home, for the small rubber ball, which sailed through the air at great speed as if it had been shot from a cannon.

(50 words)

With lower level learners, this is an excellent opportunity to introduce new adjectives and adverbs and show your learners how to use this new vocabulary in context. Of course, the sentence length must be appropriate for the level of the learner.

With your initial sentence do feedback on the board, perhaps getting your learners to write their sentence on the board one at a time. If the sentence is grammatically incorrect, get your class to give feedback and elicit the correct sentence form.

Now give your learners more examples.

Lesson 2: Sentence Building continued ...

Practice:

Part One: pair work

Put these sentences on the board and let the students see who can make the longest sentences. These sentences are only suggestions; feel free to use your own. For lower level learners, don't give so many sentences and make sure that they are easily understandable.

- Mark studied at Leeds University.
- My friend is a writer.
- Yuki works in a school.
- Bill Clinton used to be president.
- Kingdom of Heaven is the new film by Ridley Scott.
- Many students study at this school.
- Studying English can be interesting.
- Mark is a teacher.
- 65 million people live in Britain.
- I write a diary every day.
- I enjoy life.
- My friend has a car.

Remember to do feedback with your class. Is it possible to put some of these long sentences together to make a paragraph, so that a story is being told?



Lesson 2: Sentence Building continued ...

Part Two: pair work

Now do the exercise the other way around. Give your learners a long complicated sentence and see if they can take out all the unnecessary words to make a short sentence without changing the meaning.

An unkempt teacher, with wild staring eyes, black horn-rimmed glasses perched on the end of his nose and a shock of unruly hair, which looked as if it hadn't been brushed for a week, came rushing into the classroom, carrying an unorganised pile of half marked papers and essays and a large and battered brown briefcase tucked under his arm, and tried unsuccessfully to organise himself before the class.

Here is one example, used for (possibly) Upper Intermediate or Advanced learners, but please feel free to create your own. How do you transform this sentence of 69 words into a sentence of 12 words?

A teacher came rushing into the classroom and tried to organise himself.

Make up other sentences and get your learners to identify the unnecessary (but useful and interesting) information. Make sure that the sentences you give your lower level learners are not too difficult. Start with short sentences and build up to longer ones.

You may find your learners reaching for their dictionaries to help them understand the meanings of the adverbs and adjectives. Stop them from doing this! Instead, get your learners to try and guess the meanings of the words through the context of each sentence. If they can't guess, give clues using gestures, mime and board work. Only when they still don't understand, allow them to use their English to English dictionaries. If that fails then they can use their English to native language dictionaries.

This is a fun and creative lesson, which will build up the confidence of your students and push them to use what they already know in a different way. Have fun!



Lesson 3: Comparatives with Adjectives

Objective:

To introduce your learners to using adjectives to compare things.

It is likely that your learners will have already done work on this – you will know your class and how much new vocabulary you want to introduce to / elicit from your learners.

Level:

Elementary (and up to Pre-Intermediate). Take your time with lower level learners.

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes (depending on how many practice activities you decide to do in your lesson).

Materials:

Handouts.

Target Language (structures):

- Mark is taller than Amy. (*Using adjectives with -er*)
- Music is more interesting than history. (*Using adjectives with more*)
- Cameron Diaz is more beautiful than my next door neighbour.
- Chloe is faster than Mark (*or runs faster or more quickly than Mark ~ note that this is a comparative adverb, not a comparative adjective*).



Lesson 3: Comparatives with Adjectives continued ...

Elicit:

Make a list on the board and get the students to make sentences. Try to make the objects all different sizes.

For example:

Mount Fuji

An oil tanker

Tokyo Tower

A blue whale

A house

A horse

A man

A table

A chair

A dog

A cat

A mouse

A spider

Mount Fuji is bigger than an oil tanker.

A horse is smaller than a blue whale.

A cat is faster than a spider.

A mouse is quieter than a dog.

Tokyo Tower is more expensive than a house.

A spider is more frightening than a chair.

[Try to introduce some unusual sentences into your lesson as this makes for a fun class.]

... etc...

Lesson 3: Comparatives with Adjectives continued ...

Elicit other comparative adjectives and their opposites:

bigger	smaller
dirtier	cleaner
taller	shorter
fatter	thinner / slimmer
faster	slower
quieter	noisier
lazier	more hard working / more industrious
colder	hotter
cheaper	more expensive
harder	softer
more beautiful	uglier / plainer
more interesting	more boring
more complicated / more difficult	easier
more famous	more insignificant
more dangerous	friendlier

The Rules:

- a small word that ends in 'g' or 't', add another 'g' or 't' (eg *hotter, bigger*).
- A word ending with 'y' becomes '-ier'.
- A long adjective with three or more syllables often doesn't have the traditional -er on the end. Instead you put the words 'more' or 'less' in front of them, as in 'more beautiful' or 'less hardworking'.

There are sometimes exceptions to these rules.

Lesson 3: Comparatives with Adjectives continued ...

Practice:

- Gap-fill handout.
- Your learners can work together to create sentences using prompts from a worksheet.
- Get your learners to make comparisons about their family, their town, the difference between their own country and yours.

Comparatives Handout 1: Gap-Fill

Please fill in the blanks with the correct words:

Beautiful

Cold

Dangerous

Handsome

Interesting

Fast

Famous

High

Small

Tall

1. January is _____ than July.
2. Mount Fuji is _____ than Ben Nevis.
3. Ferraris are _____ than Mark's bicycle.
4. Mark _____ Yuki.
5. Watches _____ houses.
6. Snakes are more _____ ducks.
7. Julia Roberts is _____ Cameron Diaz.
8. Computers _____ homework.
9. Japanese men _____ English men.
10. Bruce Willis _____ Mark.



Lesson 3: Comparatives with Adjectives continued ...

Comparatives Handout 2: Sentence Making

What do you think?

Please make sentences using the following prompts:

Beautiful

Better

Bigger

Cold

Cute

Delicious

Exciting

Handsome

Higher

Popular

Safe

Warm

For example:

11. Brad Pitt and Tom Cruise.

I think that Tom Cruise is more handsome than Brad Pitt.

12. Mount Everest and Mount Fuji.

13. Osaka and Hiroshima.

14. Cameron Diaz and Julia Roberts.

15. Summer and autumn.

16. English girls and Japanese girls.

17. Playing with computers and studying English.

18. Coffee and tea.

19. Night and day.

20. Japanese pop music and English pop music.

21. Cars and motorcycles.

22. Rice and potatoes.

Lesson 4: Likes & Dislikes

Objective:

This is a grammar-based lesson that focuses on expressing likes and dislikes.

Level:

Elementary, although you can do this as a review lesson with Lower Intermediate learners by introducing more vocabulary and a faster, more natural pace.

Lesson Length:

60–90 minutes depending on the level of your students.

Assumed Knowledge:

This is one of the first lessons your learners will have when learning a new language. It is useful as it deals with an easily communicable target language and it focuses attention on the personal feelings of your learners, giving them a reason to communicate in the class. Take your time with Beginners by pre-teaching them a lot of vocabulary, which they will need to communicate with.

Target Language:

- Do you like _____?
- Yes, I like _____.
- No, I don't like _____.
- Do you like to _____? [*Using the infinitive form of the verb*]
- Do you like _____ing _____? [*Using the gerund*]
- Do you enjoy _____? [*Changing 'like' to 'enjoy'*]

Lesson 4: Likes & Dislikes continued ...

Elicit:

- Using realia, pictures or miming, make sure the students have enough vocabulary to use and vary the structure of the target language.
- First mime that you like eating / drinking / playing something and that you like a movie or sports personality. This will help your learners to understand the meaning of 'like' and 'don't like'.
- Elicit (or model at Beginner level) the statement first: "I like _____." Then elicit the question form: "Do you like _____?"
- For Lower Intermediate learners you can introduce: "What _____ do you like?"
- At the end of this lesson plan you will see some suggestions for extending this dialogue that you may wish to use at Lower Intermediate level.

Prompts:

[Food & Drink]

Coffee

Tea

Milk

Biscuits

Eggs

Apples

[Movie & Pop Stars]

Brad Pitt

Tom Cruise

Cameron Diaz

George Clooney

Leonardo DiCaprio

Kate Winslet

[Games & Activities]

Baseball

Football (soccer)

Tennis

Badminton

Table tennis

Swimming

[Infinitive forms]

To play the guitar

To play football

To listen to Billy Joel

To do housework

To go to the dentist

To eat fish & chips

To walk into town

Lesson 4: Likes & Dislikes continued ...

[Gerunds]

Playing the piano

Playing squash

Listening to Elton John

Doing homework

Going to work

Eating in a restaurant

Walking in the countryside

Practice:

- Pair work: it is good to move your learners around so that they speak with different people in the class.
- Milling activity: find Someone Who... (prepared handout).

Don't forget that you ask the same question ("Do you like _____?") for either:

- Find someone who likes _____.
and...
- Find someone who doesn't like _____.

Don't forget to do feedback on the milling activity.

Extension Questions:

You may wish to do this with Lower Intermediate learners.

- Who likes _____?
- Who enjoys _____?
- What kind of _____ do you like?
- Do you like _____ing _____?
- Which _____ do you like _____ing?



Lesson 5: Superlative Adjectives

Objective:

To introduce and practice using adjectives that describe the biggest, the tallest, the greatest, etc. It is likely that your learners have already done work on this – you will know your class and how much new vocabulary you want to introduce and elicit from your learners.

Level:

Elementary (and up to Pre-Intermediate). Take your time with lower level learners.

Lesson Length:

There should be enough material here for a lesson lasting 60–90 minutes (depending on how many practice activities you decide to do in your lesson).

Target Language:

- The Angel Falls in Venezuela is the tallest waterfall in the world.
- The United States of America is the most powerful country in the world.
- Mandarin is the most spoken language in the world.
- Mount Fuji is the highest mountain in Japan
- Maki Kawamura is the most interesting woman I have ever met.
- I think (*that*) Tom Hanks is the greatest / the best / the most talented actor of the nineties.

Elicit:

There are many ways to elicit this target language. Here are a few suggestions.

- Get the students to stand up. Choose the tallest and shortest and get your learners to make a sentence about him/her.
- _____ is the tallest / shortest person in the class.
- Ask everyone his or her age. Pick the oldest and youngest and get your learners to make sentences.
- _____ is the oldest / youngest person in the class.

Lesson 5: Superlative Adjectives continued ...

Using pictures, get your learners to identify objects, places or people. You can find a lot of pictures on the internet. Make sure your learners are familiar with these people or places. You **MUST** be able to make a sentence with a superlative adjective about them.

Here are a few examples (you can think of your own):

The River Nile
The Vatican
Russia
Mount Everest
The Pacific Ocean
The Petronas Towers
David Beckham
Mohamed Ali
Stephen Hawking
Al Pacino
China

Now get the students to make sentences using a superlative adjective. Try to write them (or get your learners to write them) on the board as sentences are being made. If your learners are not sure, let them guess:

- I think the River Nile is the longest in the world.
- I think the Vatican City is the smallest country in the world.
- I think Russia is the biggest country in the world.
- I think Mount Everest is the highest mountain in the world.
- I think the Pacific Ocean is the deepest in the world.
- I think the Petronas Towers is the tallest building in the world.
- I think that David Beckham is the most famous footballer in the world.
- I think China is the most populous country in the world.

(China has the most people / largest population in the world.)



Lesson 5: Superlative Adjectives continued ...

Try to elicit as many different forms of superlative adjectives as you can. Below is a list. Use your imagination to make as many sentences as you can and do your best to elicit them. Once your learners are used to the structure, get them to make sentences using a person or a thing. The examples overleaf deal with "in the world". You can widen (or shorten) the parameters by using the expression "in this classroom". If your learner is expressing an opinion it is important to say "I think _____" or "I think that _____".

Most intelligent

Fastest

Nicest

Most beautiful

Most dangerous

Noisiest

Largest

Biggest

Most expensive

Worst

Best

Smallest

Highest

Lowest

Deepest

Most unusual

Most handsome

Longest

Prettiest

Friendliest

Most useful



Lesson 5: Superlative Adjectives continued ...

Practice:

Questions for a running quiz:

- Who do you think is the best actor in Japan?
- Who do you think is the most handsome actor in the world?
- Who do you think is the most beautiful actress in Japan?
- Who do you think is the worst actor in the world?
- What do you think is the fastest animal in the world?
- What do you think is the most dangerous animal in the world?
- What do you think is the longest river in the world?
- What do you think is the tallest building in the world?
- What do you think is the deepest ocean in the world?
- What do you think is the highest mountain in Britain/Africa/The USA?
- Who do you think is the prettiest girl in the room?
- Who do you think is the most unusual comedian in Japan?
- What is the most expensive thing you have ever bought?
- What is the largest thing in your house?
- What is the most useful thing you own?
- What is the nicest thing you can buy for a girl?
- Who is the most intelligent person in the world?
- What is the smallest thing you have in your bag/pocket?
- What is the lowest wage a person can earn in Japan?
- What is the most unusual thing you have ever done?
- What is the friendliest pet a person can have?



Lesson 6: Shopping For Clothes

Objective:

Sometimes you will want to practice dialogues with your learners in order to give them confidence, for example when they want to go shopping on holiday, especially when they have an extended stay in an English-speaking country. When practicing these dialogues you will undoubtedly cover many simple grammar targets. This shopping dialogue covers making requests and how to handle countable and uncountable nouns.

Level:

Elementary – up to Lower Intermediate. This lesson is suitable for teenagers and adults in classes of all sizes.

Lesson Length:

There should be enough material here for a lesson lasting 60–90 minutes

Materials:

Realia: looking at clothes people are wearing.

Pictures / flash cards: clothes.

Clothes in catalogues.

Target Language:

Clothes: colours, shapes and sizes.

Asking for clothes in a shop.

Making polite requests.

Pairs of items.

Elicit:

Start the lesson by asking what your students are wearing. Ask them to describe to the class. The general rule is to start from the top and work down.

Now elicit a situation where a shopkeeper and customer interact. Do not tell the students what each person would say. Rather, do your best to elicit what each character might say. Ask your learners if there are other ways of saying the same thing.

Lesson 6: Shopping For Clothes continued ...

It is important for students to understand the various ways of communicating in a shop. Depending on your learners' level, you may wish to model a variety of dialogues. For example, look at the various ways a shopkeeper may ask to help a customer:

- May I help you?
- How can I help you?
- What would you like?
- How may I help you?
- Is there anything else you need?
- Is that all?

The level of your learners will determine how many different forms you will want to elicit. Remember to start with open pair work and do a lot of drilling. You can use the following dialogue as a model and add and subtract as much as you like, depending on what you feel your learners are capable of.

Shopping For Clothes:

C = Customer SA = Shop Assistant

C: Hello.

SA: Hello. Can I help you?

May I help you?

May I be of assistance?

C: Yes, I'd like to buy a skirt

Yes, I'm looking for a pair of trousers

a pair of shoes

a baseball cap

a jacket

SA: What style are you looking for?

What style would you like?

What style do you want?



Lesson 6: Shopping For Clothes continued ...

C: *I'm looking for a long coat*
a short jacket
a woollen sweater

SA: What colour would you like?
What colour do you want?
What colour are you looking for?

C: *Blue or red*
I'm looking for a red pair of socks
I'd like a green T-shirt

SA: What size are you looking for?
What size are you?
What size do you want?

C: *I'm a medium*
I'm a size ten
My size is extra large

SA: Would you like to try it on?
Our changing rooms are over here

C: *How much is it?*
How much are they?
How much does it cost?

SA: These are in the sale.
They're only £12.50

C: *Excellent, I'll have three pairs*

SA: That'll be £37.50 please. How would you like to pay?

C: *I'd like to pay with cash / credit card / bank card please*
Here you are

SA: Thank you

C: *Thank you*

SA: Have a nice day



Lesson 6: Shopping For Clothes continued ...

Pair work:

Low-level learners will want as much practice as possible. Remember to swap partners at regular intervals. Monitor your students closely. Make sure that your learners are not reading from the board or a handout. Wipe off as much as possible until all that remains is a basic writing frame.

You may wish to do a close activity at the end of your lesson to consolidate what your learners have practiced. You can base this on the above possible dialogue.



Lesson 7: Can For Permission 1

Objective:

This is a fairly simple grammar lesson focusing on a simple grammar structure. The modal verb “can” is used in different ways. It is important not to let your learners become confused with “can for ability”. It is also important to help your learners use other modal verbs that have the same function, such as “may” and “could”.

Level:

Elementary (and up to Lower Intermediate students). The greater the English level of your students the faster you will go through this lesson plan. You may wish to spend time constructing further practice activities.

Lesson Length:

There is enough in this lesson plan for a lesson of up to 90 minutes at Elementary level.

Assumed Knowledge:

It is likely most of your students will have already been taught this structure before. You can use the students who are familiar with this structure to elicit the target language. If your learners are a very low level you may have to model the target language.

Target Language:

To get the students to practice asking for things politely and to be able to refuse politely:

- Can I... + *verb + noun*
- May I...
- Could I...

Elicit:

Elicit a story of a friend of yours (show them a picture of your friend) who decided to do a home stay in your country. He stayed with a British family and they were very different from this own family back home.

Lesson 7: Can For Permission 1 continued ...

Using pictures, mime, drawing or realia, elicit the following questions (feel free to think of your own):

- Can I listen to music?
- Can I play my CDs in my room?
- Can I help myself to the food in the fridge when I am hungry?
- Can I bring my friend to my room?
- Can I watch TV?
- Can I go out at night?
- Can I stay out until midnight?
- Can I visit my friend?
- Can I stay over at my friend's house?
- Can I wash my clothes?
- Can I open the window?

Make sure that your learners are able to use other modal verbs such as "may" and "could". The latter is considered quite formal and depending on your students' level you may wish to introduce this later.

Elicit the question forms and show them clearly on the board. Depending on the level of your learners, perhaps they could write on the board. Be careful of mistakes and clearness.

When drilling, make sure that your learners use 'polite' intonation when asking these questions.

To make drilling interesting, get your learners to do role play by asking each other questions.



Lesson 7: Can For Permission 1 continued ...

To make things even more interesting, try to elicit a number of different replies for both affirmative and negative responses:

- Sure.
- No problem.
- That's fine by me.
- Of course you can.
- Actually, I'd rather you didn't.
- Sorry, I'm using it right now.
- I'm afraid it's broken.
- Sorry, I haven't finished it yet.

Practice No. 1:

Write a list of verbs and nouns on the board and get the students to make collocations.

Here are a few suggestions. Feel free to make you own list:

Verbs:

Borrow
Have
Listen to
Look at
Open
Shut
Play
Read
Turn up
Turn down
Turn on
Turn off
Use
Watch

Nouns:

Apple
Camera
Chocolate
Computer
Dictionary
Door
Piano
Light
Magazine
Money
Walkman
TV
Window



Lesson 7: Can For Permission 1 continued ...

Practice No. 2:

This activity is to help your learners to make polite negative responses. On the attached handout, get your learners to match the permission questions with the correct response so that they make sense. You could cut them into squares, paste them onto some card and in pairs or small groups do a mix and match activity on the floor. It's up to you.

Here are the answers:

1. May I use the bathroom? Sorry, my wife's taking a shower.
2. Could I have this last apple? Oh, that's for my husband's lunch tomorrow.
3. Can I listen to some music? I'm afraid I'm working right now.
4. Can I open the window? I'd rather you didn't. It's a bit cold in here.
5. Could I borrow some money off you? I'm afraid I'm a bit skint myself.
6. May I play your guitar? You can't. One of the strings is missing.
7. May I borrow your Walkman? Sorry, I'm going out in a moment and I'll be using it later.
8. Can I use your computer? Oh, it crashed yesterday. I'm waiting for my friend to come and fix it.
9. Would you mind if I read this book? Sorry, I haven't finished it yet.
10. Can I switch on the light? I've got a bad headache. I prefer it dark right now.



Lesson 8: Can For Permission 2

Objective:

To introduce your learners to different ways of asking for permission and making rules.

Level:

Elementary (and up to Pre-Intermediate). Take your time with lower level learners.

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes (depending on how many practice activities you decide to do in your lesson).

Materials:

Handout (or cards for mix and match game).

Target Language:

To get the students to be able to ask for things politely and to refuse politely:

- Can I... + *verb + noun*
- May I...
- Could I...

Elicit:

Ask students if you can borrow/have something. Make sure all your learners hear each student's response. Get students to ask each other.

Prompts:

- have your pen?
- eat your apple?
- borrow your dictionary?
- look at your book?
- read your magazine?
- look at your watch?
- open the window?
- wear your jacket?

Elicit the form clearly on the board.

Lesson 8: Can For Permission 2 continued ...

Make sure that your learners know how to use 'polite' intonation when asking each other questions. You may have to model this to your Elementary students. Elicit other forms of asking permission using other modal verbs:

- May I...
- Could...
- Would you mind if... (Whether you teach this will depend on the level of your learners)

Elicit a number of different replies for both affirmative and negative responses.

Positive:

- Sure.
- No problem.
- That's fine by me.
- Of course you can.

Negative:

- Actually, I'd rather you didn't.
- Sorry, I'm using it right now.
- I'm afraid it's broken.
- Sorry, I haven't finished it yet.



Lesson 8: Can For Permission 2 continued ...

Practice No. 1:

Write a list of verbs and nouns on the board and get the students to make collocations:

Verbs:

Borrow
Have
Listen to
Look at
Open
Shut
Play
Read
Turn up
Turn down
Turn on
Turn off
Use
Watch

Nouns:

Apple
Camera
Chocolate
Computer
Dictionary
Door
Piano
Light
Magazine
Money
Walkman
TV
Window

You may need to concept check with your lower level learners:

- Can you borrow an apple?
- Can you use a magazine?
- Can you look at a TV?
- Can you use a window?

Practice No. 2:

Students match questions to negative answers

(see attached handout – you may want to cut these into cards for a mix and match activity).



Lesson 8: Can For Permission 2 continued ...

Practice No. 3:

Split the class into two groups:

One group is going to have a young English boy or girl stay at your home. They have to write a list of rules of what they can and what they can't do.

The other group are going to do a host stay with a family in the UK. What questions will they need to ask?

Prompts:

- Can I smoke in the house?
- Can I bring my girlfriend to stay?
- Can I bring my pet rat?
- Can I play my music at night?
- Can I use the phone to call home?
- Can I use the kitchen?
- Can I put pictures on the walls?

Practice No. 4:

Get a map of the town (you can use an imaginary one if you like) and elicit places in the town. Ask your learners what you can and can't do in the following places:

Bookshop

Library

Park

Police Station

Department Store

Petrol Station

Butchers

Newsagents

Town Hall



Lesson 8: Can For Permission 2 continued ...

Handout

Please look at the following ten questions and match them with the correct answers:

1. May I use the bathroom?
 2. Could I have this last apple?
 3. Can I listen to some music?
 4. Can I open the window? You can't.
 5. Could I borrow some money from you?
 6. May I play your guitar?
 7. May I borrow your Walkman?
 8. Can I use your computer?
 9. Would you mind if I read this book?
 10. Can I switch on the light?
-
- A. I'd rather you didn't. It's a bit cold in here.
 - B. Sorry, I'm going out in a moment and I'll be using it later.
 - C. I've got a bad headache. I prefer it dark right now.
 - D. You can't. One of the strings is missing.
 - E. Oh, it crashed yesterday. I'm waiting for my friend to come and fix it.
 - F. Sorry, my wife's taking a shower.
 - G. I'm afraid I'm working right now.
 - H. Oh, that's for my husband's lunch tomorrow.
 - I. I'm afraid I'm skint myself.
 - J. Sorry, I haven't finished it yet.



Lesson 9: Would like to...

Objective:

This is a grammar lesson focusing on how to use the modal verb “would” to give and accept an invitation and how to express a wish.

Level:

Elementary (up to Lower Intermediate students). The greater the English level of your students the faster you will go through this lesson plan. You may wish to spend time constructing further practice activities.

Lesson Length:

There is enough in this lesson plan for a lesson of up to 90 minutes at Elementary level.

Assumed Knowledge:

It is likely that most of your learners will be aware of the modal verb “would” as one of the 11 modal verbs that exist in the English language. They may have already been taught this structure before, in which case you can use this lesson to practice this structure. You can use the students who are familiar with the structure to elicit the target language. If your learners are a very low level you may have to model the target language.

Target Language:

We use the expression “would like to” to give and accept an invitation:

- Would you like to _____?
- Yes, I would. I like (love) _____ing _____.
- Great. Where would you like to meet?
- Let's meet at Mr. Donuts, near the cinema.
- What time would you like to meet?
- Let's meet on Saturday morning at 10.00am.

Lesson 9: Would like to... continued ...

We use the expression “would like to” to express a wish:

- Would you like to _____?
- Yes, I would.
- Why?
- Because I have always wanted to _____
- Would you like to _____?
- No, I wouldn't.
- Oh. Why wouldn't you like to _____? (Why not?)
- Because I don't like (don't enjoy / hate) _____.

Elicit:

If this structure is new to your learners, you will need to provide a context. First, it might be good for you to review likes and dislikes. Remember that we often use the gerund form when we talk about the act of doing something.

Do you like going to the cinema? [*Like is the main verb and going is the gerund*]

What films do you like watching? [*Like is the main verb and watching is the gerund*]

Now invite your student to the cinema with you. You can do this using body language, tone of voice and a diary (you can draw a calendar on the board to indicate one evening) to arrange for a time and place to meet and to see a specific film. If you take a list or programme of films showing at the local multiplex, you can create a realistic dialogue for you to practice.

- Would you like to go to the cinema with me?
- What film would you like to see?
- What time would you like to meet?
- Depending on the level of your learners,
you may wish to introduce another modal verb: shall
- What film shall we see?
- What time shall we meet?



Lesson 9: Would like to... continued ...

Practice:

Pair work

Elicit a dialogue like the one below. You may wish to write it on the board at first but after a while wipe out most of the words so that only a dialogue frame remains. You want to avoid your students just reading a script. Encourage your learners to create their own dialogue.

Hello. How are you?

Okay.

Would you like to play tennis next Saturday?

Yes, I'd like to (love to) play tennis with you.

Do you like (enjoy) playing tennis?

Yes, I do.

How often do you play tennis?

Oh – about twice a week (every weekend).

Sometime we need to provide some prompts for our learners. Here are a few suggestions:

- Go for a walk
- Go swimming
- Go to the theatre
- Visit a place of interest
- Play a game of cards
- Go to the pub
- Go out for lunch
- Go to a party at my house

Lesson 9: Would like to... continued ...

Elicit:

Now introduce the concept of using “would like to” to express a wish. The context of your questions should make it evident that you are not making an invitation. You can use pictures of famous people or flash cards to do this.

The following questions can be used to start a dialogue. Feel free to use your own questions.

- Would you like to meet Brad Pitt?
- What famous person would you like to meet? Why?
- Would you like to travel to Britain? (Another country?)
- Would you like to live in Britain? Why? Why not?
- Would you like to be on TV? (appear on)
- What programme would you like to appear on? Why?
- Would you like to eat French food in a very expensive restaurant? (Italian food?)
- Would you like to have a boyfriend / girlfriend?
- Would you like to be rich and famous?
- Would you like to go on holiday to Hawaii?
- Would you like to go shopping in Tokyo?
- Would you like to have a sports car?



Lesson 10: Present Continuous

Objective:

To introduce and practice ways to:

- Talk about what you are doing in the present
- Talk about the future
- Make arrangements

In this lesson you will be using just one tense: the Present Continuous.

Level:

Elementary.

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes (depending on how many practice activities you decide to do in your lesson).

Materials:

Flash cards / Pictures

Assumed Knowledge:

Your learners may already have done some work on this – you will know your class and how much new vocabulary you want to introduce to / elicit from them. It may be that your learners have already been introduced to this tense. They will need a lot of practice and this lesson provides just that.

Lesson 10: Present Continuous continued ...

Part One:

Target Language:

- I'm / He's / She's + verb + -ing (*for what is happening now*).

Elicit:

There are many ways to elicit this tense. One of the easiest is to do some kind of mime (for example a card trick). Try to elicit the question and the answer from your learners.

"What are you doing?" "I'm _____."

Practice:

For lower level learners you will need to do a lot of practice, first in open and then in closed pair work. Concentrate on the way your learners pronounce the structures. Listen carefully as you monitor your learners during closed pair work. You may have to provide a few prompts. You can do this with flash cards or mime.

- Use action pictures – a person doing something, playing a sport or some activity.
- Get your learners to ask the question and give the answer.

"What's he / she / it doing?" "He / she / it's _____."

Elicit using prompts: *[use flash cards]*

- Playing [games/sports/a musical instrument]
- Eating
- Running
- Drinking
- Standing
- Sitting
- Swimming
- Sleeping
- Cleaning
- Making his bed
- Cooking
- Listening to music
- Studying
- Reading
- Taking (having) a shower/bath
- Watching a movie
- Doing a card trick
- Doing housework

Lesson 10: Present Continuous continued ...

Give a flash card or a card with a continuous verb written on it to a student but do it secretly. Then ask them to mime it to their partners:

- "What am I doing?"
- "You are _____."

Do this in pair work.

Part Two:

Target Language:

- I'm / He's / She's + verb + -ing (*for what will happen in the future*).

To indicate a future meaning, you need to add at the beginning or end of this structure a phrase such as:

- Tonight
- Next week
- On Wednesday
- In a couple of weeks
- Tomorrow

Elicit:

Your students will understand that you can use the Present Continuous for something that is happening in the present. You now need to elicit a different meaning: *making plans and talking about the future*.

Lesson 10: Present Continuous continued ...

You can elicit this by miming a telephone conversation. Try to elicit the complete dialogue from your learners:

"Hello."

"Hello."

"What are you doing?"

"I'm working / eating / shopping."

"What are you doing tonight at seven o'clock?"

"I don't know / I'm going out with my friends / I'm eating my dinner."

Many of your students may already be familiar with the use of this tense. To concept check this you may wish to draw a time line on the board and show the "doing" now (*in the present*) and the "doing" later (at seven o'clock tonight).

Do choral and individual drilling of this simple dialogue with your learners and write the form clearly on the board. Now elicit forms of invitation. At Elementary level perhaps a simple "Would you like to come?" will suffice. If you can't elicit it, you may have to model the form.

Practice:

Depending on the level of your learners, you may wish to elicit (or model) some of these informal phrases that lend themselves to making arrangements.

Remember to elicit the dialogue structures first, drill, and put the form on the board. Do not allow your learners to just read from the board. You can always create a gap fill (cloze) by removing certain words so that they have a dialogue frame to work from at first. If you have time, you could extend this dialogue to include where to meet and at what time. This will depend on the length of your lesson and the level of your learners.



Lesson 10: Present Continuous continued ...

Pair work:

A "What are you doing ...

after this lesson

after school

tonight

tomorrow

Wednesday night

Saturday night

for your summer holidays?"

B "I don't know. I was thinking about ...

going swimming

having a bath

doing the shopping

going to the cinema

playing pachinko

writing to my friend in England

eating out at my favourite restaurant."

A "I'm ...

having some friends round for a party

listening to some music

going shopping for _____

going to the video rental shop

playing tennis

...would you like to come?"

B ...

" Yeah, sure.

" Ok.

" Why not?

" Yes, I'd love to."



Lesson 11: The Present Tense

Objective:

To introduce and practice simple structures using the Present Tense.

It is likely that your learners have already done work on this – you will know your class and how much new vocabulary you want to introduce / elicit from them and how many of the structures introduced in this lesson they plan can cope with in one lesson.

Level:

Elementary. Take your time with really low-level learners.

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes (depending on how many practice activities you decide to do in your lesson).

Materials:

Handouts.

Target Language:

Question forms:

- What's your name?
- How old are you?
- What do you do?
- How tall are you?
- Where do you live?
- What are your hobbies?

Verbs focused on:

- Like
- Enjoy
- Has (for possession)
- Play
- Want

Lesson 11: The Present Tense continued ...

Elicit:

Write the following (of course it has to relate to you) on the board and get your students to ask you the questions to these answers:

1. Mark
2. 35
3. English teacher
4. 1.85m
5. South Yorkshire, England
6. Playing the piano
7. Amy and Chloë

At this level you will need to do a lot of drilling. Keep the intonation bright and crisp, using different forms of pronunciation that make drilling fun. Get your learners to introduce themselves to each other: name - age - live - hobbies – height etc.

Make sure that you move your learners around as much as possible, getting them to introduce themselves to as many people as possible.

Practice:

- Find someone who (handout for each student).
- First practice the question forms from the handout, making sure your learners are familiar with the correct question forms.
- Now do the milling activity.
- Don't forget to do feedback.

If there is time, you may wish to introduce some of the following:

- Work – what do you do? How long have you _____?
- What are your hobbies? What do you do in your spare time?
How long have you been _____?
- Do you like watching movies? What movies do you like? What movies do you not like?
- I'm new in Peru. Please suggest places to visit. (*I came to Lima last week. Where can I go?*)



Lesson 11: The Present Tense continued ...

The Present Tense – Handout

Find someone who...

1. likes playing football. _____
2. likes listening to music. _____
3. likes playing the piano. _____
4. likes swimming. _____
5. enjoys studying English. _____
6. enjoys going to the cinema. _____
7. has a younger brother. _____
8. has a CD of Eva Ayllon or Pepe Vasquez. _____
9. has a younger sister. _____
10. has a PlayStation. _____
11. has a backpack. _____
12. plays volleyball. _____
13. plays the quena. _____
14. plays the charango. _____
15. plays PlayStation games. _____
16. plays the cajon. _____
17. wants to be a movie star. _____
18. wants to be a doctor. _____
19. wants to be a singer. _____
20. wants to be an artist. _____
21. wants to be a teacher. _____



Lesson 12: Shopping For Food

Objective:

Sometimes you will want to practice dialogues with your learners in order to give your learners confidence, especially if they are about to go on holiday or have an extended stay in an English – speaking country. When practicing these dialogues you will undoubtedly cover many grammar targets. This shopping dialogue covers making requests and how to handle countable and uncountable nouns. You can do this lesson with large or small classes, and adapt it so that you could teach children or adults.

Level:

Elementary (and up to Lower Intermediate). This lesson is suitable for teenagers and adults.

Lesson Length:

There should be enough material here for a lesson lasting 60–90 minutes.

Materials:

Realia: food (plastic or real).

Pictures / flash cards: food.

Target Language:

Asking things in a shop.

Making requests.

Uncountable and countable nouns.

Elicit:

Set the scene by eliciting a situation where you have no food and need to go to the corner shop to buy some. Using realia and/or pictures, elicit a list of what food you want to buy. Now elicit a situation where a shopkeeper and customer interact. Do not tell the students what each person would say. Rather, elicit what each character might say. Ask your learners if there are other ways of making requests.

Lesson 12: Shopping For Food continued ...

It is important for students to understand the various ways of communicating in a shop.

For example, look at the various ways a shopkeeper may ask to help a customer:

- May I help you?
- Can I help you?
- What would you like?
- How can I help you?
- How may I help you?
- Is there anything you need?
- Is that all?

The level of your learners will determine how many different forms you will want to elicit.

Shopping Dialogue:

A. *How can I help you?*

May

B. Yes, I'd like to buy some _____, please.

I'd like

I want to buy

I want

A. *How much would you like?*

many

B. I'd like _____, please.

I want

A. *Okay, that costs _____, please.*

will be (that'll be)

B. Sure. Here you are.

No problem.

Of course.

Okay.

Certainly.



Lesson 12: Shopping For Food continued ...

A. *Thank you.*

B. How much do the _____ cost?

does

are the _____?

is

A. *They cost _____.*

It costs

They're _____ per/for _____.

It's

B. Okay, I'll have _____, please.

I'd like

A. *That'll be _____.*

B. Sure. Here you are.

No problem.

Of course.

Okay.

Certainly.

A. *Thank you.*

Pair work:

Low-level learners will want as much practice as possible. Remember to swap partners at regular intervals. Monitor your students closely. Make sure that your learners are not reading from the board. Wipe off as much as possible until all that remains is a basic writing frame.

You may wish to do a cloze activity at the end of your lesson, to consolidate what your learners have practiced.

Lesson 13: Present Perfect Question Forms

Objective:

To get your learners to practice question forms using the present perfect tense but to make a clear distinction and compare:

- Checking to see if something has been done
- An experience that you remember in the present

Level:

Elementary (and up to Intermediate for review purposes).

Lesson Length:

There is enough material here for a lesson lasting 60–90 minutes, depending on how many practice activities you employ during your lesson and depending on the level of the students in your class. At Elementary level, this lesson plan can be stretched over two lessons.

Materials:

Handouts that you can make and photocopy.

Target Language:

- Has Mark done the washing up?
- Have you called the plumber?
- Have you visited Japan?
- Have you ever eaten sushi?

Meaning:

- In sentences one and two, the questions are to check that something has been done.
- In sentences three and four, the questions are to ask about a person's experience.

Form:

This question form structure uses:

the auxiliary verb *have (or has)* + the past participle form of the verb (*do – call – visit – eat*):

Auxiliary verb (*has / have*) + subject + past participle form of the main verb + object.

Lesson 13: Present Perfect Question Forms continued ...

Elicit – Part One:

Checking to see that something has been done

Show your learners a picture of a young couple. If you don't have a picture, draw one in the board. Elicit their names, what they do and how old they are:

(Let's call them Chris, who is 28 and Amy, who is 25. Chris is a cinema projectionist and Amy works in an office.)

- It's a special date: 15th December.
- Why is today a special day for Amy? It's her birthday
- What are Chris and Amy going to do? Have a party
- Who are they going to invite? Their friends

What do they need for the party?

As you elicit, draw these items on the board (try to make them colourful but don't spend too much time drawing):

- birthday cake
- invitations
- extra chairs
- balloons
- music
- party hats
- alcohol
- food (sausage rolls)
- ashtrays for the smokers

Lesson 13: Present Perfect Question Forms continued ...

It is now the day of the party. Amy wants to make sure that Chris has done all the preparation for her party. What questions is she going to ask him?

[This is where you can elicit the target language.]

- 'Have you brought the birthday cake?'
- 'Have you sent out the invitations?'
- 'Have you set out the extra chairs?'
- 'Have you blown up the balloons?'
- 'Have you organised the CDs?'
- 'Have you made the party hats?'
- 'Have you collected the drink?'
- (or 'Have you been to the supermarket / liquor shop / off-licence)?'
- 'Have you made the sausage rolls?'
- 'Have you put the ashtrays out?'

Drilling for low level learners:

Practice drilling each of the following structures using the pictures on the board and make sure that when you drill you do it naturally. When you drill you may wish to conduct with your arms so that your low-level learners can get the rhythm right. Make sure that you conduct from your right to left (the learners left to right). This is the way we write.

When you are drilling, try to get a rhythm going – this will be taught much easier if you conduct.

You will need to drill this a good two or three times, as your learners will need to repeat this a few times. Make sure that all your learners are making an effort and pick on a few to do individual drilling.

You may wish to do invisible drilling, that is you wipe off the picture from the board and point to the empty space. Your learners will remember what was in the space.

Don't forget to put the form up on the board.

Lesson 13: Present Perfect Question Forms continued ...

Potential problems:

There may be some problems with the verbs in the examples above as some of them are irregular. Look at these irregular verbs:

- buy – bought – bought
- send – sent – sent
- set – set – set
- blow – blew – blown
- make – made – made
- put – put – put

However, it is good to have a variety of regular and irregular verbs to give your learners a chance to use a lot of vocab and introduce different kinds of verb forms. With lower– level learners, you may wish to stick to the regular verb forms.

Practice No. 1:

Chris has drunk a lot of beer at the party. When he wakes up, Amy has gone to work. She has left a note for Chris. You can give this to your learners as a handout or you can use the OHP.

Dear Chris,

I hope you are feeling okay this morning.

When I woke up I saw that the house looks terrible.

Can you:

wash up the dishes and ashtrays

throw away the empty bottles

open the windows

clean the carpet

Don't forget that my dad is coming round this evening.

Don't forget to apologise to Chloe. Tell her that you didn't mean what you said.

See you soon,

Amy

Lesson 13: Present Perfect Question Forms continued ...

When Amy is taking her lunch she calls Chris. What questions do you think she will ask Chris?

- Have you washed the dishes?
- Have you cleaned the ashtrays?
- Have you thrown away the empty bottles?
- Have you opened the windows?
- Have you cleaned the carpet?
- Have you remembered that my dad is coming round tonight?
(or more simply) Have you remembered about my dad?
- Have you said sorry to Chloe?

Additional questions (depending on the level of your learners):

- What you think Chris might have said to Chloe?

Elicit – Part Two:

Talking about an experience you had in the past but remember in the present

Chris and Amy have been going out for a few months and they have decided to go on their first holiday together. They have never been away together before and are deciding where to go. What questions do you think they ask each other? When eliciting, you may need to give hints to elicit these and similar questions:

- Have you ever been to Thailand / Japan / Spain?
- Have you ever been camping?
- Have you ever seen La Sagrada Familia?
- Have you ever visited the pyramids of Egypt?
- Have you ever climbed the mountains in the Sierra Nevada?
- Have you ever swum in the Mediterranean?
- Have you ever toured around the United States?
- Have you ever walked in the Sahara Desert?
- Have you ever trekked in Nepal?
- Have you ever eaten okonomiyaki?

Lesson 13: Present Perfect Question Forms continued ...

Notice that there are a variety of past participle verbs used in these questions. Try to get your learners to practice this structure using a variety of different verbs.

For example, your learners can ask a different question with the same meaning. Ask your learners if they can ask the same question using a different verb:

- Have you ever been to Japan?
- Have you ever travelled to Japan?
- Have you ever visited Japan?

Potential problems:

Some question forms use an additional preposition (been to / swum in / toured around / trekked in). Remember to be aware of the problems irregular verbs pose.

Practice No. 2:

Find someone who...

See the attached handout and use the examples shown, or you can make up your own handout based on your own knowledge of your class. Please be careful to ask questions that are appropriate to the learners in your class and are appropriate to the culture in which you teach.

Find someone who...

- ... has eaten fish and chips.
- ... has trekked in the Alps.
- ... has had more than one girlfriend or boyfriend at the same time.
- ... has done a bungee jump.
- ... has drunk sake.
- ... has driven a bus.
- ... has stolen something from a shop.
- ... has been so drunk they were not able to stand up.
- ... has travelled to China.
- ... has backpacked around Europe.

Lesson 14: Past Modals

Objective:

There are 11 modal verbs in the English language. They don't have a past tense form, a present participle form (*-ing*) or a past participle form. However, they can be used to talk about a possible past, usually spoken with regret.

Level:

Elementary, though you may also try this with your Pre-Intermediate learners.

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes (depending on how many practice activities you decide to do in your lesson).

Materials:

Handouts.

Target Language:

- You should have _____.
- You shouldn't have _____.
- If you had _____ you wouldn't have _____.

Elicit:

There are many ways to elicit this target language. Here is one suggestion:

Elicit the story of a young man (or woman) at university. He is studying music (choose your own subject). You can use flash cards:

- He goes to the pub every day.
- He sleeps until lunchtime.
- He misses his classes.
- He plays video games on his PlayStation all day.
- He never does any work.

Lesson 14: Past Modals continued ...

Now show a list of his grades at the end of the year. Show this on a handout or on the board:

- Music History E
- Music Analysis E
- Music Performance E
- Composition E
- Conducting E
- Orchestration E
- Counterpoint E

Elicit the problem and ask your learners to make the following sentences. Write them on the board as you elicit (or get your learners to write them on the board):

- He should have attended his classes.
- He should have gone to bed early.
- He should have studied harder.

Don't to forget to elicit the negative form:

- He shouldn't have gone to the pub every day.
- He shouldn't have slept in.
- He shouldn't have played so many video games.
- He shouldn't have missed his classes.

Now elicit the following conditional structure:

- If he had studied harder, he would have passed his exams.
- If he had attended his classes, he would have passed his exams.
- If he had gone to bed earlier, he would have passed his exams.
- If he had studied harder, he wouldn't have failed his exams.
- If he had attended his classes, he wouldn't have failed his exams.
- If he had gone to bed earlier, he wouldn't have failed his exams.

Lesson 14: Past Modals continued ...

Don't forget to elicit the negative forms:

- If he hadn't gone to the pub every night, he would have passed his exams.
- If he hadn't slept in, he would have passed his exams.
- If he hadn't played so many video games, he would have passed his exams.
- If he hadn't missed his classes, he would have passed his exams.
- If he hadn't gone to the pub every night, he wouldn't have failed his exams.
- If he hadn't slept in, he wouldn't have failed his exams.
- If he hadn't played so many video games, he wouldn't have failed his exams.
- If he hadn't missed his classes, he wouldn't have failed his exams.

There are many ways to express regret using modal verbs. Try introducing could, might and may:

- If he had studied harder, he could have had a successful life.
- If he had attended his classes, he might have had a happy future.
- If he had gone to bed earlier, he may have had an interesting job.

Give your learners the following prompts or get them to use their imagination:

- Rich
- Happy
- Successful
- Living in Hawaii
- A good life
- A happy future
- A secure future
- A successful job
- A good wage
- A window cleaner
- An English teacher
- Work 10 hours every day

Lesson 14: Past Modals continued ...

Practice Activity No. 1:

Ask your learners to work with a partner and give them handout cards. They must explain their problem to their partner and their partner must make observations, making a variety of different sentences. Here are a few suggestions:

1. You're very tired and sleepy.
2. You are very sad. You just lost your wedding ring.
3. You're sad. Your dog is missing.
4. You have just answered the telephone and must give an important message to your friend, but you have forgotten the name of the name of the person who rang.

Practice Activity No. 2:

I'm very sad – my dog left me for another owner. Why?

Try to get your learners to make sentences similar to the following. Depending on the level of your learners and their imagination, you may wish to give some clues.

- You should have treated her better.
 - You should have talked to her.
 - You should have been kind to her.
 - You should have bought her snacks.
 - You should have told her you loved her.
 - You should have stroked her more often.
 - You shouldn't have ignored her.
 - You shouldn't have been unkind.
-
- If I had _____ I wouldn't have lost her.
 - If I had _____ I would have kept her.
 - If I had _____ she would still be with me.
 - If I had _____ I could have been happy.
 - If I had _____ I might have had a good life.

Lesson 14: Past Modals continued ...

Practice Activity No. 3:

Find someone who should have...

You can create your own handout for your learners based on what you know about your class, and on the plan below. It is important to give thought to the questions your learners will ask each other. Perhaps a few example questions will be in order.

Question One:

Example:

- What time did you get up this morning?
- Do you think you should have got up earlier this morning?

[This activity is best left for Intermediate learners and above.]

Activity:

Find Someone Who...

... should have got up earlier this morning.

Practice Activity No. 4:

Put your learners in pairs and get them to practice the following dialogue (give prompts at first to the students, then let them make up their own):

A. *Oh dear!*

B. What's the matter?

A. *I* _____.

B. You should have _____.

A. *Yes, if I had* _____, *I wouldn't have* _____.

B. And you shouldn't have _____.

A. *That's right. If I hadn't* _____, *I would have* _____.
could have _____.
might have _____.



Lesson 14: Past Modals continued ...

Practice Activity No. 5:

Make up a tale of something you have done that was wrong. Perhaps not observing the customs of a country you have visited. Now get your learners to make sentences about your situation. Here is a suggested plan:

When I went to Japan for the first time in 1996 I didn't understand the Japanese customs.

- I didn't stop my car when I got to a railway junction.
- I watched loud action movies on my VCR late at night.
- I bought a Big Mac from McDonald's and walked in the street eating it.
- I didn't separate my burnable rubbish from my plastic rubbish.
- I started smoking in the cinema.
- I kissed and hugged my new Japanese friends in public.
- I didn't take off my shoes and walked on the tatami.
- I didn't say "Ojamashimasu" when I went into my Japanese friend's house.
- I had a cold and blew my nose loudly in a restaurant.



Lesson 15: Writing a Letter to a Pen Pal

Objective:

This is a low-level skills-based lesson focusing on a reading activity followed by a writing activity. This lesson can be used with large classes and the language used is focused on young children. The ideas and handouts presented here can be adapted to older children or even adults.

Level:

Elementary: Children / Teenagers.

Lesson Length:

There should be enough material here for a lesson lasting 60–90 minutes.

Materials:

Handouts and writing paper.

Elicit:

Your learners are going to read a letter from Chloë, a 12-year-old girl living in the UK. By the end of the lesson, you will hopefully get your learners to write a letter to her. If you have a young sister, brother, son or daughter, you may wish to substitute Chloë for someone you know.

I. To create interest and introduce the topic, here are some questions you may wish to ask your class:

- How old are you?
- Where do you live?
- Do you have a brother or a sister?
- What's his / her name?
- Do you have a pet?
- What's its name?

Get your learners to ask each other.

Lesson 15: Writing a Letter to a Pen Pal continued ...

II. Show the letter from Chloë:

- What is it?
- Who wrote this letter?

Show a picture of a young girl. Try to get your learners to ask YOU some questions about her, such as:

- What's her name?
- How old is she?
- Where does she live?
- Does she have a brother or a sister?
- What's his / her name?
- Does she have a pet?
- What's its name?

Prompt the class to ask you. Let them use their imagination.

III. In pairs or small groups, get the class to look at the letter to see if they can find information about Chloë. You may have to pre-teach words such as pen pal, hamster and guinea pig. Monitor the groups and do feedback with the class on the board.

IV. Read the letter slowly but clearly to your class. It is important for them to hear the rhythm, stress and intonation as you read it. Now ask some concept questions, such as:

- Where does Chloë live?
- How old is she?
- What's her sister's name?
- How is she?
- Where does she live?
- What pets does she have?
- What are their names?
- Do you have a pet?

Lesson 15: Writing a Letter to a Pen Pal continued ...

Practice:

V. Now get your learners to do the handout you have prepared. It is important to consolidate what they have learned by writing. Monitor your students as they do this activity, giving help where needed. If you have a large class you may decide to have your learners do this activity in pairs.

VI. It is time for your learners to write their own letter. To prepare for this, get your learners to decide what they could write about. If they are working in groups, make sure you change the groups around for every activity. Here are some suggestions:

- Age
- Where they live
- Siblings
- Pets
- Parents
- Their country or town
- Their school
- Their friends
- Their hobbies

A lot depends on the age and the language level of your learners; adapt accordingly. Important things to remember:

- You may wish to pay attention to the conventions of letter writing, showing where to place the address, the date and paragraphing.
- You will need to be aware of the simple tense constructions you use, such as:
"My name is Chloë" = *present simple*
"It was my birthday on 23rd April" = *past simple*
"I have an older sister" = *present simple (have for possession)*.
- Be careful not to say much and elicit as much as you can from your learners.

Depending on the size of the class, you may even wish to display some of their work on the wall for a week or two. Good luck!



Lesson 16: Reported Speech

Objective:

A fairly simple grammar lesson, focusing on the ways we relay information from one person to another through reported speech.

Level:

Pre-Intermediate. The greater the English level of your students the faster you will go through this lesson plan. You may wish to spend time constructing further practice activities.

Lesson Length:

There is enough in this lesson plan for a lesson of up to 90 minutes at Elementary level.

Materials:

Handouts (enclosed).

Assumed Knowledge:

Your learners need to be able to leap between past, present and future tense forms. It is likely most of your students will have already been taught this structure before. You can use the students who are familiar with this structure to elicit the target Language. If your learners are a very low level you may have to model the target language.

Target Language:

1. "I will go to Spain."
2. "I feel ill."
3. "I am feeling sick."
4. "I rarely go out in the evening."
5. "Please visit me in England."
6. "Be quiet!"
7. "I saw my friend Martin last summer."
8. "I went to see my friend last night."
9. "I have bought a new motorbike."
10. "Have you done your homework?"

Lesson 16: Reported Speech continued ...

Grammar Rules:

For present tense and future plans you use the past simple tense:

1. Direct speech: Mark said: "I will go to Spain."
Reported speech: Mark said that he would go to Spain.
2. Direct speech: Mark said: "I feel ill."
Reported speech: Mark said that he felt ill.
3. Direct speech: Mark said: "I am feeling sick."
Reported speech: Mark said that he was feeling sick.
4. Direct speech: Mark said: "I rarely go out in the evening."
Reported speech: Mark said that he rarely went out in the evening.
5. Direct speech: Mark said: "Please come and visit me in England."
Reported speech: Mark said that we could visit him in England. Mark invited us to visit him in England.
6. Direct speech: Mark said: "Be quiet!"
Reported speech: Mark said that (*his students*) should be quiet. Mark asked (*his students*) to be quiet. Mark told (*his students*) to be quiet.

For past tense sentences (completed actions) you can (if you wish to) use the past perfect tense:

7. Direct speech: Mark said: "I saw my friend Martin last summer."
Reported speech: Mark said that he saw his friend Martin last summer. Mark said that he had seen his friend Martin last summer.
8. Direct speech: Mark said: "I went to see my friend last night."
Reported speech: Mark said that he went to see his friend last night. Mark said that he had been to see his friend last night.

For present perfect sentences you use the past perfect tense:

9. Direct speech: Mark said: "I have bought a new motorbike."
Reported speech: Mark said that he had bought a new motorbike.
10. Direct Speech: Mark said: "Have you done your homework?"
Reported speech: Mark asked if we had done our homework. Mark demanded if we had done our homework (*or not*).

Lesson 16: Reported Speech continued ...

Elicit:

There are a number of different ways to elicit this target language. One way is to blue tack a picture of someone on the board. Next draw a speech bubble and write something inside. Now ask your learners:

- "What did he / she say?"

If he or she is famous, you can have some fun. Here are some examples:

- Albert Einstein: "E=mc²"
- Arnold Schwarzenegger: "I'll be back."
- Hamlet: "To be or not to be. That is the question."
- Winston Churchill: "We will fight them on the beaches. We will never surrender."
- Homer Simpson: "Ummmm... doughnuts!"
- Austin Powers: "And I'm spent!"
- Fox Mulder: "I want to believe."

Warning: be aware of culture and be careful that you don't offend anyone.

Lesson 16: Reported Speech continued ...

Practice Activities:

Interviewing people:

- What (job) do you do?
- What job would you like to do? (Make a list)
- What does a journalist do?
- What kind of questions does a journalist ask?

Imagine you are a journalist. What questions would you ask the following people:

- Brad Pitt
- Your teacher
- Your girlfriend/boyfriend
- Homer Simpson
- The Pope
- Samuel L. Jackson

Or you can choose from a list of your own making. Find pictures of these people on the Internet (look under Google Image) to elicit who they are. Perhaps you could give a different picture to different groups in your class and get them to write down the questions they would ask these people as a journalist.

Now create new groups and get your learners to interview each other pretending to be the person they have prepared questions for. Using role play in your lesson in this way will create a fun atmosphere.

Here are some examples of questions you may wish to use as prompts with your learners:

1. What do you want to be when you grow up?
2. Do you like music?
3. Do you have any brothers or sisters?
4. Have you ever done anything you now regret?

Try to mix past, present and future forms.



Lesson 16: Reported Speech continued ...

Now get your learners to write the answers to the questions using reported speech.
Don't forget to do feedback.

Feedback:

What questions did _____ ask _____?

- He asked Yuki what she wanted to be when she grew up.
- He asked Yuki if she had any brothers or sisters.

Lesson 17: Past Perfect

Objective:

To introduce your learners to ways of using the Past Perfect. This is one of the last tense structures to be taught. It is complicated as it refers to two past times and generally requires the use of two clauses.

Level:

Pre-Intermediate. Take your time with lower-level learners.

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes (depending on how many practice activities you decide to do in your lesson).

Materials:

Music (including CD).

Poster.

Picture (it can be anyone, but for the purpose of eliciting he/she will be your best friend).

[I use a picture of Johnny Depp.]

Flash card or picture of an old car (or you can draw it).

Handouts.

Target Language:

When I got to Roundhay Park, the concert had started.

- Had = *Auxiliary verb [past form of Have]*
- Started = *Past Participle form of the main verb*

[Notice that in order to use the Past Perfect, some knowledge of another past event is necessary. This is because we use this tense to talk about something that happened before a previous time.]

Lesson 17: Past Perfect continued ...

Elicit:

In order for the students to understand the meaning of past perfect they need a context to understand it. Spend time at the beginning of the class to set up a scenario.

Here is one example. [Or you can create your own.]

- Play some of Sting's music to your learners and ask them what they thought. It is not important for them to like it, just to realise that Sting is a singer-songwriter. [If you want to use another performer please feel free when creating your own teaching materials.]
- Tell your learners that you are going to tell them a story about something that happened last week.
- Use a poster to elicit that you were aware of a Sting concert in Roundhay Park.
- Make it clear that he was the support act and that he goes first. Eminem was the main act and that he went last.
- Elicit that it was too expensive (£50) and you couldn't afford to go (poor English teacher!).
- Show your learners a picture of your very good friend John – elicit that he is rich and could afford it and he was happy to pay for you. (*Do your learners understand 'treat'?*)
- Elicit that you live far from Roundhay Park and that you had to travel in your car.
- Now show a picture of your car. It is old and it broke down on the way to the concert.
- You were late for the concert by one hour!
- Now get your learners to make a sentence with the verb start (*give gradual hints if your learners have difficulty with making this structure*).

When I got to Roundhay Park, the concert had started.

Lesson 17: Past Perfect continued ...

Practice:

Once your learners have practiced and drilled this structure, you can introduce the following ideas for them to do further practice using the same context.

Past Perfect with "When"

Late for the concert

When I got to Roundhay Park...

- ...the concert had started.
- ...my friend John had gone in. (*Comment: Beware of phrasal verb*)
- ...John had sold my ticket.
- ...all the tickets had sold out. (*Comment: Beware of phrasal verb*)
- ...Sting had finished his performance.
- ...the support act had finished.
- ...Eminem had started performing.

The stolen car

When I finished teaching I discovered that...

- ...someone had smashed the side window.
- ...the thieves had not (*hadn't*) taken (*stolen*) my English grammar books.
- ...someone had witnessed (*seen*) the break-in. (*Comment: Beware of phrasal verb*)
- ...he/she had reported it (*the incident / the break-in*) to security.
- ...security had informed the police.
- ...the thieves had gone (*disappeared*).
- ...my car had been broken into
(*Comment: This is the perfect passive. Beware of phrasal verb*).
- ...my MD player had been stolen. (*Comment: This is the perfect passive*)
- ...25 of my MDs had been stolen. (*Comment: This is the perfect passive*)
- ...my bag had been stolen. (*Comment: This is the perfect passive*)

Lesson 17: Past Perfect continued ...

Late for class

Oh dear! One of the students is very late for class.

When I got to the class...

- ...the lesson had finished.
- ...the students had left the classroom.
- ...the teacher had gone home.
- ...the rain had stopped.
- ...the sun had stopped shining.

Past Perfect with "After"

An unlucky day

Write the following events on the board and explain to your learners that all these things happened to you one day last week. Your learners have to find out the order in which these events happened by asking you questions such as:

- Did you lose your key after your students had fallen asleep in the class?

Here are a list of hints, if you need to give any to your learners. Remember that you have to know the order in which things happened, so write them down in your lesson plan.

- Argument with my boss
- Car had been broken into
- Lost my house keys
- Forgot to prepare my class
- Girlfriend left me for another man
- Got to class late
- Bag was stolen
- Fell and broke my leg
- Car accident
- My students fell asleep in class
- Grandmother died



Lesson 17: Past Perfect continued ...

Pairwork - lucky day / sad day

This is a free practice activity where your learners can make their own list of good and bad things. It can be a lucky day where many good things happened or a bad day where many bad things happened (like you) or a mixture of both.

- Your learners make a list secretly.
- Your learners ask each other "What happened?"
- Your learners work out each other's order of events.
- Make sentence structures using when/because/after.

Handout:

There is a handout (with answers) that you may wish to end the lesson with, where your learners have to complete or rewrite sentences. See overleaf.

Lesson 17: Past Perfect continued ...

Past Perfect: Handout No. 1

Please rewrite these sentences using the past perfect form, using the hints provided.

1. You went to the party but Mark wasn't there.

Mark had _____ (*leave*)

2. You went back to your own country after living in England. It wasn't the same.

It had _____ (*change*)

3. You went to the cinema last Thursday, but you arrived late.

The film _____ (*start*)

4. I offered to cook dinner for Amy, but she wasn't hungry.

She _____ (*eat*)

5. I played tennis with Catherine yesterday. She was a very good player.

She _____ (*play*)

6. I invited Waka to the party, but she couldn't come.

She _____ (*make*)

7. A student walked into the room. She was a complete stranger to me.

_____ (*meet*)

8. Last year I went to Germany. It was my first time there.

_____ (*be*)

9. I was very pleased to see Lynn after such a long time.

_____ (*see*)

10. I took Chloë to Japan with me, but she was very nervous. It was her first flight.

_____ (*fly*)

11. Christopher Columbus sailed to America in 1492 and altered the course of world history.

If Christopher Columbus _____.

12. John Logie Baird invented the television, giving us something to do in the evenings.

If John Logie Baird _____

13. The man driving the car had an accident and as a result was injured.

If the driver _____

Lesson 17: Past Perfect continued ...

Past Perfect: Handout No. 1 - Answers

Please rewrite these sentences using the past perfect form using the hints provided.

1. You went to the party but Mark wasn't there.
Mark had left the party.
2. You went back to your own country after living in England. It wasn't the same.
It had changed.
3. You went to the cinema last Thursday, but you arrived late.
The film had started.
4. I offered to cook dinner for Amy, but she wasn't hungry.
She had already eaten.
5. I played tennis with Catherine yesterday. She was a very good player.
She had played before.
6. I invited Waka to the party, but she couldn't come.
She had made other plans.
7. A student walked into the room. She was a complete stranger to me.
I hadn't met her before.
8. Last year I went to Germany. It was my first time there
I hadn't been there before.
9. I was very pleased to see Lynn after such a long time.
I hadn't seen her for a long time.
10. I took Chloë to Japan with me, but she was very nervous. It was her first flight.
She hadn't flown before.
11. Christopher Columbus sailed to America in 1492 and altered the course of world history.
If Christopher Columbus hadn't sailed to America in 1492, world history would've been different.
12. John Logie Baird invented the Television giving us something to do in the evenings.
If John Logie Baird hadn't invented television, what would we have done in the evenings?
13. The man driving the car had an accident and as a result was injured.
If the driver had driven more carefully, he wouldn't have been injured.

Lesson 17: Past Perfect continued ...

Past Perfect: The Third Conditional

You can do this as an additional lesson for Intermediate learners. If your learners are particularly good or if you have a lesson that lasts for two hours or more, you may wish to use this as additional material in the practice part of your lesson.

Past Perfect with "If"

This is called the Third Conditional or the "would - have" conditional and your Intermediate students will be ready to handle this difficult structure. We use this when we are imagining what might have happened. We are dreaming of a different past. The form:

If + _____ + past perfect + _____, _____ would have + past participle.

Depending on the level of your learners, you may decide to do this as a separate lesson. You need to set up the scenario and elicit sentences from your learners using the above structure. There are five hints under each situation. You will need to give careful consideration to each scenario.

- My house was burgled last week
- If I had been more careful, I would not have been burgled.
- If I had stayed up all night, I would have disturbed the burglars.
- If I had shut my window and locked it, the burglars would not have entered my house.
- If I had been awake when the burglars came, I would have heard them.
- If I had kept my DVDs in the basement, the burglars would not have seen them.

Contractions

Don't forget to highlight how to make contractions so the English sounds more natural. These sentences are ideal..

- If I'd been more careful, I wouldn't have been burgled.
- If I'd stayed up all night, I'd have disturbed the burglars.
(*I would've disturbed... / I'd've disturbed...*)
- If I'd shut my window and locked it, the burglars wouldn't have entered my house.
- If I'd been awake when the burglars came, I would've heard them.
- If I'd kept my DVDs in the basement, the burglars wouldn't have seen them.



Lesson 17: Past Perfect continued ...

Reverse order

Remember that sentences with two clauses or more can be reversed. Here are some examples with the 'if' structure now in the middle of each sentence.

- " I wouldn't have been burgled, if I'd been more careful.
- " I'd have disturbed the burglars, if I'd stayed up all night.
- " The burglars wouldn't have entered my house, if I'd shut my window and locked it.
- " I would've heard the burglars, if I'd been awake when they came.
- " The burglars wouldn't have seen my DVDs, if I'd kept them in the basement.

A gap fill exercise at the end of your lesson would consolidate practice and encourage accuracy at the end of your lesson.



Lesson 18: Adjectives using “-ing” & “-ed”

Objective:

This is a fairly simple grammar lesson that focuses on how we use adjectives. However, even up to Intermediate and sometimes Upper Intermediate level you may find that your learners will become confused between using the -ed form and the -ing form.

Level:

Pre-Intermediate. The greater the English level of your learners, the faster you will go through this lesson plan. You may wish to spend time constructing further practice activities.

Lesson Length:

There is enough material for a lesson of up to 90 minutes at Elementary level.

Materials:

Pictures .

Assumed Knowledge:

It is likely most of your students will have already been taught this structure before.

However, this is a great opportunity to introduce a number of new adjectives to them. This lesson plan makes a few suggestions, but think of others you may wish to use.

Target Language:

- He/she is interested v It is interesting
- I am bored v It is boring

Lesson 18: Adjectives using “-ing” & “-ed” continued ...

Elicit:

Elicit different adjectives from your learners by asking questions about HOW they feel about things. Try to make your questions as natural as possible. Think about how you would naturally ask these questions. Here are some suggestions:

- Do you like going to the cinema?
- Yes, I do.
- I love it.
- I go every week.
- No, I don't.
- I never go.
- I hate the cinema.
- I'd rather watch a movie on DVD.
- I'm not into it.

Even at Elementary level you can introduce interesting turns of phrase or idiomatic English. You will know what your learners can cope with.

What films have you seen recently? What did you like about it? How did it make you feel?

- It was _____ [*interesting, exciting, boring, moving*].
- I was _____ [*interested, excited, bored, moved*].
- I was genuinely moved when I saw *The Shawshank Redemption*.

Depending on the level of your class, you can start collocating adjectives with adverbs. However, expressions, such as, “I was genuinely bored” and “I was genuinely not interested,” don't really work.

Lesson 18: Adjectives using “-ing” & “-ed” continued ...

Which do you prefer, watching films at the cinema or watching films on DVD at home? Why?

- I prefer to watch films at the cinema because _____
- I prefer to watch films at home because _____

What do you like about the cinema?

- I think that it is _____ [*interesting, exciting*].
- I'm (or I get) _____ [*excited, interested*] when I go to the cinema.

What don't you like about going to the cinema?

- I think that it is _____ [*boring, uninteresting*].
- I'm (or I get) _____ [*bored, uninterested*] when I go to the cinema.
- It's not _____ [*interesting, exciting*] enough.

Do you like watching horror films?

- Yes, I do.
- No, I don't. Why? (or... How do you feel about horror films?)
- I think that horror films are _____ [*frightening, disturbing, terrifying, horrifying, shocking...*]
- get (I am) _____ [*frightened, disturbed, terrified, horrified, shocked*]
when I see horror films.

What about comedies?

- I think that comedies are _____ [*amusing, interesting, etc...*]
- Be careful of strange or unusual English [*I am amused / I am interested when I see comedies*].

Do you like studying English?

- Yes, I do.
- No, I don't.
- I like studying English.

Lesson 18: Adjectives using “-ing” & “-ed” continued ...

Why?

- Studying English is _____ [*amazing, fascinating, interesting, exciting, satisfying, etc...*].
- I am _____ [*interested, excited, etc.*] when I study English / when studying English.

Be careful when you need to collocate some adjectives with prepositions, which you may want to do with higher level classes:

- I am amazed at ...how much I can learn. / ...how much I have learned / ...how complex the English language is.
- It is amazing how much I have learned...
- I am fascinated with...
- It is fascinating how much I have learned so far / this year...
- I am satisfied with... my progress so far

Be careful with sentences your learners may say: I am satisfied with studying English, which sounds unusual.

I don't like studying English.

Why?

- Studying English is _____ [*boring, uninteresting, unexciting, unsatisfying, exhausting, worrying, depressing, etc...*].
- I am _____ [*bored, uninterested, unexcited, unsatisfied, exhausted, worried, depressed*] with studying English/when I study English.
- What do you think about this picture? (*Use one that shows something beautiful, terrible or unusual*).
- (*I think*) it's _____.
- I am _____.

Lesson 18: Adjectives using “-ing” & “-ed” continued ...

Practice Activities:

It might be good (depending on the level of the class) to elicit a list of adjectives you want to introduce to your learners to use in this lesson or in the following practice activities. You may wish to get your learners to write the words on the board. Make sure that your learners understand the meaning of these words before they are written on the board. Here are some suggestions:

Amaze	Exhaust
Amuse	Fascinate
Annoy	Frighten
Astonish	Horrify
Bore	Interest
Confuse	Satisfy
Depress	Shock
Disappoint	Surprise
Disgust	Terrify
Disturb	Tire
Embarrass	Worry
Excite	

Milling Activity:

Get your learners to think about questions they can ask each other.

- How do you feel about _____?

Now get them to move around the room and interview each other. They may wish to take notes so that they can give feedback to the class later.



Lesson 19: Have to / Has to / Had to for Obligation

Objective:

This is a fairly simple grammar lesson that focuses on regular routines – how to describe the things that we are obliged to do every day. This lesson focuses on the present, the past and the immediate future.

Level:

Pre-Intermediate. The greater the English level of your learners, the faster you will go through this lesson plan. You may wish to spend time constructing further practice activities for higher levels.

Lesson Length:

There is enough material for a lesson of up to 90 minutes at Elementary level.

Materials:

Handout

Pictures

Assumed Knowledge:

It is likely most of your students will have already been taught this structure before. There are many uses of “have” in the English language and our learners need as much practice as possible so that they can differentiate between, for example, have for possession, have to receive something or have used as an auxiliary verb in the present perfect tense to describe experience.

Target Language:

- I have to go to work every day at eight o'clock on weekdays.
- I have to do the washing-up after dinner.
- Mark has to look after his daughter Chloë.
- Catherine has to cook dinner for her husband.
- I had to get up at six o'clock this morning.
- I had to do my homework last night.

Lesson 19: Have to / Has to / Had to for Obligation continued ...

Elicit:

Ask your students the following questions and then encourage them to ask each other, first in open pairs and then in closed pairs.

- What things do you have to do every day? (*today, tomorrow, at the weekend, next Saturday*)
~ I have to _____.
- What are some of the things you have to do today?
~ I have to _____.
- What things did you have to do today? (*yesterday, last night, last Saturday*)
~ I had to _____.
- What did _____ (use one of your learner's names) have to do last night?
~ He / She had to _____.

You can use occupation flash cards or pictures of famous movie stars or sports personalities (these are always available on the Internet) to elicit responses from your learners.

- What does he / she have to do every day?
~ He / She has to _____.

Depending on the level of your learners, you could introduce the following:

- How often do you have to _____?

Prompts:

- Put out the rubbish
- Go to the bank
- Get up in the morning
- Go to bed at night
- Make dinner
- Do the washing-up
- Pay the bills
- Go to work
- Take care of your younger brother / sister
- Work late at the office
- Clean your room / house
- Check your e-mails
- Write to your mother
- Call your mother
- Do the washing
- Lock your house
- Wash your car
- Go to the dentist / doctor / hospital
- Study English
- Prepare for an examination

Lesson 19: Have to / Has to / Had to for Obligation continued ...

Practice:

It is up to you how you set up your classroom for these activities. Give thought to where your learners are, whether they will be in groups or in pairs, or whether you want to do a running dictation game. It's up to you.

- Occupations:

Policeman / Maths teacher / Architect / Farmer / Soccer player

What do they have to do?

- Preparing for a holiday.

What are some of the things you have to do?

- Tell me about your job / your school life?

What are some of the things you have to do?

- You want to move house.

What are some of the things you have to think about?

- You have to give a presentation at work / school.

What are some of the things you must think about?

- Dialogues:

Invitations & excuses:

Can you come out tonight?

No, I'm sorry. I can't. I have to _____.

Did you enjoy yourself at the party last Saturday?

No, I couldn't go. I had to _____.

- Find someone who:

See the example handout overleaf. You may wish to create your own to fit the level of your class.

Lesson 19: Have to / Has to / Had to for Obligation continued ...

Find someone who ...

1. ... has to get up before 7.00am every morning. _____
2. ... has to go shopping more than once a week. _____
3. ... has to help make dinner more than twice a week. _____
4. ... has to write letters to his / her mother regularly. _____
5. ... has to put the rubbish out every week. _____
6. ... has to study English every week. _____
7. ... has to do the washing up every day. _____
8. ... has to lock up their office every night. _____
9. ... has to clean their house / apartment every week. _____
10. ... has to sometimes work during their dinner break. _____

Interview:

This is an alternative 'Find someone who' activity but much more complicated than the last. This is a milling activity, where your learners have to interview at least two members of the class. Ask a number of different questions so each class member will have to spend some time with their partner.

Again, think about how you will arrange the class and the rules. For example: if you interview someone, they can't interview you! Remember to monitor this activity.



Lesson 20: Question Tags

Objective:

To show the different ways that question tags can be used using a variety of verbs.

Level:

Pre-Intermediate. The greater the English level of your students, the faster you will go through this lesson plan.

Lesson Length:

There is enough in this lesson for a lesson of up to 90 minutes at Elementary level.

Assumed Knowledge:

It is likely many of your learners will have already been taught this structure before. You can use the students who are familiar with this structure to elicit the target language.

Target Language:

Question tags are either positive statements with a negative question tagged onto the end or a negative statement with a positive question tagged onto the end.

Positive [+] Negative [-]

You are Mark, aren't you?

You like squash, don't you?

Or

Negative [-] Positive [+]

You aren't Mark, are you?

You don't like squash, do you?

Pronunciation and stress play a very important role when teaching this lesson because the stress on the question tag will indicate the meaning of what you say.

Lesson 20: Question Tags continued ...

Here are the two different things to think about:

- If you asking a question to someone and you are not sure of something, the inflection at the end of the sentence goes up.
You have a DVD player, don't you?
- If you asking a question to someone and you want confirmation about something that you already know, perhaps when there is an audience present, the inflection at the end of the sentence goes down.
You have a DVD player, don't you?

Elicit:

There are a number of different ways to elicit this target language. One way is to blue tack a picture of someone on the board. Next draw a speech bubble and write something inside. Now ask your learners:

- "What did he / she say?"

If he or she is famous, you can have some fun. Here are some examples:

- Albert Einstein: "E=mc²"
- Arnold Schwarzenegger: "I'll be back."
- Hamlet: "To be or not to be. That is the question."
- Winston Churchill: "We will fight them on the beaches. We will never surrender."
- Homer Simpson: "Ummmm... doughnuts!"

Warning: Be aware of culture and be careful that you don't offend anyone.

Lesson 20: Question Tags continued ...

Present Tense:

- You're an English teacher, aren't you?
- You aren't a maths teacher, are you?

Have:

- You have a brother, haven't you? (*don't you?*)
- You've got a sister, haven't you?
- You haven't got a daughter, have you?
- You haven't got a pen, have you?

Can:

- You can play the guitar, can't you?
- You can't play Mah-jong, can you?

Like / Love:

- You like studying English, don't you?
- You don't like eating natto, do you?
- Mark loves listening to music, doesn't he?

Future:

- The weather will be fine tomorrow, won't it?
- It won't rain later, will it?
- You're not going to move to Tibet, are you?
- It's not going to rain later, is it?
- The party's going to be fun, isn't it?

Should:

- There should be enough food at the party, shouldn't there?
- You shouldn't be sleeping in class, should you?



Lesson 20: Question Tags continued ...

Past Tense:

- We had a great time, didn't we?
- You ran the marathon, didn't you?
- You've seen the Indiana Jones movies, haven't you?
- JFK was a great president, wasn't he?

Suggestions:

- Let's go to the park, shall we?
- Let's not go swimming today, shall we?
- Let's listen to music, shall we?
- Let's not study English today, shall we?

Imperatives:

- Close the window, will you?
- Don't be late, will you?
- Be quiet, will you?
- Ask your teacher, will you?
- Shut the door, will you?
- Please be careful, won't you?

Proper nouns:

- You're Yuki, aren't you?
- You're Brad Pitt, aren't you?
- You aren't famous, are you?
- I'm late, aren't I? (*Aren't = am I not?*)

Lesson 20: Question Tags continued ...

Practice :

Mix and match cards:

On tables or on the floor, get your learners to put the correct question tag to each sentence. You can make this into a race to see which pair or which group finishes first.

Interviewers often use question tags to confirm knowledge already known.

Milling activity: Who Am I?

This is a fun activity and should be left until the end of the class. Get your learners to write out the name of a famous person on a small piece of paper. Now get them to stick or pin it to the back of a fellow student. They are not allowed to look at the name of the person. Now get your learners to mill about and ask questions about themselves.

- "I'm a man, aren't I?"
- "No, you're not."
- "I lived in the 19th century, didn't I?"
- "Yes, you did."
- "I was a famous composer, wasn't I?"
- "No, you weren't."
- "I was a great leader, wasn't I?"
- "No, you weren't."
- "I invented something, didn't I?"
- "No, you didn't."
- "I looked after people, didn't I?"
- "Yes, you did."

Remember to set rules for all games that you play. For example:

- How much can each student say to the interviewer?
- How many questions can a student ask each person?

Lesson 21: Comparatives: “ _____ as _____ as _____ ”

Objective:

To introduce your learners to ways of using adjectives and adverbs to compare things, using the above structure. Your learners may already have done some work on this – you will know your class and how much new vocabulary you want to introduce to / elicit from them.

Level:

Pre-Intermediate (up to Intermediate). Take your time with lower level-learners.

Lesson Length:

There should be enough material here for a lesson lasting 60 - 90 minutes (depending on how many practice activities you decide to do in your lesson).

Materials:

Handouts.

Target Language:

“ _____ as _____ as _____ ”.

[Using adjectives & adverbs]

Rules:

1. Question forms.

Adjectives:

- Is Yuki as tall as Chisato?
- Is Julia Roberts as beautiful as Cameron Diaz?
- Is Mark's bicycle as fast as a Ferrari?

Adverbs:

- Can you run as fast as Chloe?
- Do you work as hard as Mark?
- Will you clean your room as well as Amy has?

Lesson 21: Comparatives: “ _____ as _____ as _____ ” continued ...

Rules:

2. To describe the equality between people or things. (Positive forms)

Adjectives:

- Mark is as strong as Richard.
- Yuki is as tall as Chisato.
- Al Pacino is just as good an actor as Robert De Niro.

Adverbs:

- Al Pacino can act as well as Robert De Niro.
- Mark can cook as well as his sister.
- Richard plays squash as well as his brother.

3. To describe a situation. (Negative forms)

Adjectives:

- Yuki is not as tall as Mark.
- My car isn't as big as your car.
- Chloë isn't as old as Amy.

Adverbs:

- Howard doesn't play squash as well as Mark.
- Dogs don't run as fast as cheetahs.
- Amy can't ski as well as her father.

4. To describe the situation up to a certain point in time, using the perfect tense.

- Yuki hasn't drunk as much wine as Mark. (*past participle*)
- Mark has eaten just as much food as Kenji. (*past participle*)
- Yuki hasn't finished her housework as quickly as Chisato (*has*).

Lesson 21: Comparatives: “_____ as _____ as _____” continued ...

Elicit:

Make a list of things (objects / people / animals) on the board and get your learners to make sentences (try to make them all different sizes):

- Mount Fuji isn't as high as Mount Everest.
- Tokyo Tower isn't as big as an oil tanker.
- _____ is as tall as _____.
- _____ isn't as tall as _____.
- _____ can play tennis as well as _____. [*adverb*]
- _____ can't play tennis as well as _____. [*adverb*]
- Mice can't run as fast as tigers. [*adverb*]
- Takuya Kimura can play basketball as well as Bruce Willis. [*adverb*]
- Mark's motorcycle can go as fast as a Ferrari. [*adverb*]
- Norika Fujiwara (*famous Japanese actress*) doesn't/can't act as well as Cameron Diaz. [*adverb*]
- The weather today is just as bad as it was yesterday. [*using past tense form*]
- Do you think that Leonardo DiCaprio is as good an actor as Brad Pitt?
- Do you think that Leonardo DiCaprio can act as well as Brad Pitt? [*adverb*] ... etc...

Practice:**Gap-fill handout.**

Your learners can work together to create sentences using prompts from a worksheet. Get your learners to make comparisons about their family, their town, the difference between their country and your own.

Lesson 21: Comparatives: “ _____ as _____ as _____ ” continued ...

Gap-fill Handout 1:

“ _____ as _____ as _____ .”

Please fill in the blanks with the correct words:

Beautiful

Cold

Dangerous

Exciting

Fast

Many

Much

Quickly

High

Well

1. Can Mark act _____ Bruce Willis?
2. Chisato hasn't _____ (*study*) English _____ Kenji.
3. Ducks _____ snakes.
4. Japanese men _____ lose their hair _____ English men.
5. Julia Roberts _____ almost _____ Norika Fujiwara.
6. July isn't _____ January.
7. Kenji has _____ (*catch*) _____ fish _____ Mark.
8. Mark's bicycle _____ go _____ a Ferrari.
9. Mount Fuji _____ Mount Everest.
10. Studying English is _____ playing computer games.

Lesson 21: Comparatives: “ _____ as _____ as _____ ” continued ...

Making Sentences Handout 2:

“ _____ as _____ as _____ .”

Rules:

- You must use both words in each question.
- You must use the verb (*is / do / have*) in brackets.
- When you see a question mark (?) you must write a question.

Hints:

- The verb “be” (*is / isn't / are / aren't*) uses a comparative adjective.
- The verb “do” means that you must use an adverb and supply an appropriate verb.

1. Brad Pitt and Tom Cruise (*isn't*).
2. Cameron Diaz and Norika Fujiwara (*doesn't*).
3. Cars and motorcycles (*aren't*).
4. Coffee and tea (*is*).
5. English girls and Japanese girls (?).
6. Mount Everest and Mount Fuji (*hasn't*).
7. Night and day (*doesn't*).
8. Playing with computers and studying English (*is*).
9. Rice and potatoes (*aren't*).
10. Summer and autumn (*isn't*).
11. Osaka and Hiroshima (*hasn't*).
12. Japanese pop music and English pop music (?).

Lesson 22: Comparatives – Using Adverbs

Objective:

To introduce your learners to using adverbs to compare things.

It is likely that some of your learners may have already done work on this – you will know your class and how much new vocabulary you want to introduce to / elicit from them. You need to be careful not to get confused between adverbs and adjectives

Level:

Pre-Intermediate. Take your time with lower-level learners

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes (depending on how many practice activities you decide to do in your lesson).

Materials:

Handouts.

Target Language (Structures):

- better ~ worse ~ more carefully ~ more dangerously ~ more slowly ~ more quickly
more carefully ~ more carelessly ~ more cheaply

Elicit:

Get your learners to make sentences using prompts that you give them (pictures and flash cards may come in handy here):

- Mark fell off his bike twice last year. Peter fell off his bike seven times last year.
- Mark rides his bike more carefully than Peter.
- Peter rides his bike more dangerously than Mark.

- Peter plays tennis every day. Mark plays tennis every month.
- Peter plays tennis better than Mark.
- Mark plays tennis worse than Peter.

Lesson 22: Comparatives – Using Adverbs continued ...

- Mark types letters very fast and often makes mistakes. Chloe types letters quite slowly but never makes mistakes.
- Mark types letters more carelessly than Chloe does. / Mark types letters more quickly than Chloe.
- Chloe types letters more carefully than Mark does. / Chloe types letters more slowly than Mark.
(To make the English sound more natural, you could say *Chloe types more carefully than Mark.*)

- The coach to London = £12 / The train to London = £42.
- The coach to London is (*much*) cheaper than the train. [*adj.*]
- The train to London is (*much*) more expensive than the coach. [*adj.*]
- You can travel to London (*much*) more cheaply on the coach than the train. [*adv.*]

- Mark comes from England. Chloe comes from Japan.
- Mark speaks better English than Chloe.
- Mark's English is better than Chloe's.
- Chloe's English is worse than Mark's.
- Chloe speaks better Japanese than Mark.
- Chloe's Japanese is better than Mark's.
- Mark's Japanese is worse than Chloe's.

- Pat is 67 years old. Amy is 23 years old. They like hiking in the mountains.
- Amy climbs up mountains - *faster* / *much quicker* / *more quickly* - than Pat.
- Pat climbs up mountains - *slower* / *more slowly* / - than Amy.

- Mark works hard every day. He gets up at 6.00am and finishes at 9.00pm.
- Chloe sleeps until 10.00am and sometime works at the weekend.
- Mark is richer than Chloe. [*adj.*]
- Chloe is poorer than Mark. [*adj.*]
- Mark works harder than Chloe. Mark earns more money than Chloe.
- Chloe doesn't work harder than Mark. Chloe earns less money than Mark.



Lesson 22: Comparatives – Using Adverbs continued ...

- Your tooth started hurting yesterday. It hurts even more today. [*You can elicit this through mime*]
- My toothache is - *much worse / more painful* - than it was yesterday.
- Three months ago your English was ok. Now, it is very good.
- I speak much better English - than I did three months ago / now than I used to.

Extension:

- How old is Mark? (I'm 45) Gasp! Shock! Horror!
- Mark is much older than - we first thought / he looks / we imagined.

- How tall is Mark? (1.85 m) Gasp! Shock! Horror!
- Mark is much taller than ...

Handouts

See overleaf.

Lesson 22: Comparatives – Using Adverbs continued ...

Comparative Adverbs 1:

Please make comparative sentences using the following adverbs:

better

worse

more carefully

more dangerously

more slowly

more quickly

more carefully

more carelessly

more cheaply

1. Mark fell off his bike once last year. Catherine fell off her bike seven times last year.

2. Yuki plays the piano every day. Mark plays the piano every month.

3. Amy types letters very fast and often makes mistakes. Chloe types letters quite slowly but never makes mistakes.

4. The train fare to Manchester costs £13. The coach fare to Manchester costs £5.

5. Mark comes from England. Maki comes from Japan.

6. Pat is 67 years old. Amy is 23 years old. They like hiking in the mountains.

7. Amy gets up at 7.00am and works until 5.00pm. Chloe sleeps until 10.00am and sometimes works at the weekend.

8. Mark's tooth started hurting yesterday. It hurts even more today.

9. Three months ago your English was ok. Now, it is very good.

10. How tall is Mark? (1.85 m) Gasp! Shock! Horror!

11. How old is Mark? (???) Gasp! Shock! Horror!



Lesson 23: How Questions

Objective:

This is a fairly simple grammar lesson that focuses on the way we use the word “how” to find out specific information. This is a fun lesson with a lot of interesting facts and figures.

Level:

Pre-Intermediate. The greater the English level of your learners, the faster you will go through this lesson plan. You may wish to spend time constructing further practice activities for higher levels.

Lesson Length:

There is enough material for a lesson of up to 90 minutes at Elementary level.

Materials:

Handouts.

Pictures.

Assumed Knowledge:

It is likely many of your learners will be familiar with this structure. This lesson therefore provides a way of practising this target language.

Target Language:

- How far is it?
- How heavy / light is it?
- How much is it?
- How old is it?
- How wide is it?
- How deep is it?
- How tall / short is it?
- How long is it?
- How hot / cold is it?
- How difficult is it?

Lesson 23: How Questions continued ...

Elicit:

If, when asking your learners these questions, they don't know, ask them: "Have a guess."

Use an atlas or pictures of something geographical:

Point out a famous mountain / ocean / river: make sure your learners know what they are looking at. Get your learners to ask each other:

- "How high is it?" / "How deep is it?" / "How long is it?"

If they don't know, get them to say:

- "I don't know. It looks quite high."

or

- "I don't know. It doesn't look very deep."

Ask your learners to guess before you tell them the answer. Then drill with the class.

Use one of your students:

Get your learners to ask each other:

- "How tall are you?" / "How old are you?" / "How heavy are you?"
(*"How much do you weigh?"*)

If they don't know, get them to say:

- "I don't know. I could be about _____."

Ask your learners to guess before you tell them the answer. Then drill with the class.

Use a picture of a famous person:

Get your learners to ask each other:

- "How tall is he or she?" / "How old is he or she?"
"How long has he or she been famous?"

Ask your learners to guess before you tell them the answer (make sure you know – you can always check facts and figures on the Internet). Then drill with the class.

Lesson 23: How Questions continued ...

Use a map:

Get your learners to ask each other:

- "How far is it to _____ from _____?"

If they don't know, get them to say:

- "I don't know. It looks quite far."

or

- "I don't know. It doesn't look very far."

Ask your learners to guess before you tell them the answer (make sure you know – you can always check facts and figures on the Internet). Then drill with the class.

Use an object:

Get your learners to ask each other:

- "How much does it weigh?"

If they don't know, get them to say:

- "I don't know. It looks quite heavy."

or

- "I don't know. It looks quite light."

Ask your learners to guess before you tell them the answer. Then drill with the class.

Use an expensive / cheap object:

Get your learners to ask each other:

- "How much did it cost?"

If they don't know, get them to say:

- "I don't know. It looks quite expensive."

or

- "I don't know. It doesn't look very expensive." / "It looks quite cheap."

Ask your learners to guess before you tell them the answer. Then drill with the class.

Lesson 23: How Questions continued ...

Use pictures of different places in the world or use an atlas:

Get your learners to ask each other:

- “How hot/ cold is it in the summer/winter in _____?”

If they don't know get them to say:

- “I don't know. It could be quite hot/cold.”

Ask your learners to guess before you tell them the answer. Then drill with the class.

Practice:

Guessing game:

Write some brief facts about yourself up on the board and get the students to ask you questions.

- 1.85m (*How tall are you?*)
- 42 (*How old are you?*)
- Amy & Chloë (*daughters*) (*How many daughters do you have?*)
- Ten years (*How long have you been an English teacher?*)
- ¥28,000 (*watch*) (*How much did you pay for your watch? / How much did it cost?*)
- 107 kilos (*How much do you weigh?*)
- 750 cc (*How big is your motorcycle?*)
- Ten minutes (*or however long it takes for you to get to work*) (*How long does it take to get to work from your house?*)
- 750,000 (*hometown*) (*How many people live in your hometown?*)

Now get your learners to do the same about themselves.



Lesson 23: How Questions continued ...

Running quiz:

Use a prepared question sheet. If there are an odd number of students in your class, get one of the brighter students to be the quizmaster.

Gap fill activity:

A writing activity for your learners using a prepared handout. Pay attention to the information contained on the handout and make sure it covers what you have done during the class.



Lesson 24: Crime & Punishment

Objective:

This lesson introduces your learners to language specific to crime, punishment, law and order. It is primarily a skills-based lesson, centred on discussion rather than focusing on a specific grammar target language, though some of the activities lend themselves to the giving of opinion and the giving of advice.

Level:

Intermediate to Advanced. This lesson is suitable for late teenagers and adults, though you probably won't get through all the material in this lesson plan with Intermediate or even Upper Intermediate classes.

Lesson Length:

There should be enough material here for a lesson lasting 60–90 minutes. With Intermediate classes there is enough here for two lessons.

Materials:

Handouts:

- 15 crimes and their explanations – to be cut up and used as a mix and match activity.
- Gap-fill handout and answers.
- Additional handout.

Target Language:

The language of crime and punishment. Giving opinions.

Lesson 24: Crime & Punishment continued ...

Elicit:

Intro Questions:

These questions are designed to help you start a discussion on crime & punishment. You don't have to keep to these questions – you may decide to ask questions of your own, depending on how well you know your class.

- Do you think there is a lot of crime in England? Why?
- What about your own country?
- Do you think that the police do a good job?
- How well do the newspapers and media cover crimes committed?
- Can you think of recent examples?
- What happened? How was the criminal caught? What was his punishment?
- Does your country have the death penalty?
- How do you feel about that?
- What crimes do you have to commit to get the death penalty?
- How is a person tried in your country?
- Does he have a jury? How is the jury selected?
- How are victims compensated?

Practice:

There are a number of practice activities you can do with your learners. What follows are five suggestions.

First Activity – Brainstorming crimes:

Work with a partner and brainstorm a list of the various types of crime you can think of. As you monitor, the class get your learners to describe the meaning of each crime. Also try to introduce various crimes by describing them. They may know the name in their own language. It's up to you to decide whether they are allowed to use their dictionaries or not.

Lesson 24: Crime & Punishment continued ...

Second Activity– 15 crimes and their explanations:

Get your learners to work in pairs or groups and ask them to match the crimes with the explanations, using cards that you have created. During this activity, monitor your learners and encourage them with hints. Depending on how much they already know, you could turn this into a race.

Third Activity – crime doesn't pay:

Get your learners to imagine that they are on a jury. Get them to look at the following situations and discuss them with their partner, thinking about the following questions:

- How guilty is the person who committed the crime?
- How should he or she be punished?

1. A 14-year-old boy lives on the streets of London with his younger brother. The rest of his family are very poor and live in the countryside. He hasn't seen them for months. He works as a dishwasher in a restaurant. When nobody is looking he steals food to give to his brother. One day he gets caught. What should happen to him?

2. For many years a man has beaten his wife and their two children. The wife is afraid that if she reports her husband to the police, he will hurt her and the children even more. During an argument, the husband threatens to kill the wife. The eldest son hears this, picks up a knife and stabs him. His father later dies. What should happen to the son?

3. A 75-year-old man is suffering from a terminal illness and is in great pain. When he first learned of this illness he made his wife promise that she would take his life if his suffering became great. One day she puts poison in his food and he dies. An autopsy is later done on the body and she is found out. What should happen to the wife?

4. A well-off couple do not pay all the taxes they owe the government. Last year they cheated the government out of £10,000. The Inland Revenue finds out. What should happen to the couple?



Lesson 24: Crime & Punishment continued ...

Fourth Activity – vocabulary check & consolidate:

Handout:

Gap fill exercise

You may choose to give this to your learners to do for homework or do it during the class.

Fifth Activity: formal and informal language:

If there is time you may wish to do some work on formal and informal language.

Lesson 25: Simple & Perfect Tenses v Continuous Tenses

Objective:

This is a grammar-based lesson that focuses on the difference in meaning between simple tenses and progressive (continuous) tenses. This is the kind of lesson you may wish to do with students who are about to take a grammar-based English examination, such as Cambridge First Certificate or Cambridge Certificate of Advanced English.

Level:

Intermediate to Advanced.

Lesson Length:

60-90 minutes, depending on the level of your students.

Assumed Knowledge:

Learners at this level will be familiar with the different simple, perfect and progressive tenses. Usually, as teachers, we elicit the meaning of the structure before the form, but as your learners are looking not just to practice their English, but to understand the nuances of English grammar in preparation for an exam, you will need to elicit the subtle differences between the simple and the progressive forms.

Elicit:

Task One

You may wish to start your lesson by writing the following sentences on the board:

- I have read The Da Vinci Code.
- I have been reading The Da Vinci Code.

Now ask your learners what the difference is between the two. If they need some encouragement to speak, you may wish to ask the following concept questions:

Sentence one: Have I finished reading the book?

Sentence two: Did I read the book ten years ago?

Lesson 25: Simple & Perfect Tenses v Continuous Tenses continued ...

It is sometimes good to put your learners in pairs or groups to brainstorm the answers. Hopefully, they will come to the following conclusion:

- I've read The Da Vinci Code.
(One clause: Present Perfect)

[I have finished reading the book. It could be recently or it could have been a long time ago. It is something I did at some unknown time in the past, which I remember in the present.]

- I've been reading The Da Vinci Code.
(One clause: Present Perfect Continuous)

[This is a recent activity. We don't know if the reading is complete or not – there is not enough information given.]

Task Two

Put another two sentences on the board.

- I don't eat dinner until 7.30pm.
- I'm not eating dinner until 7.30pm.

Here are some concept questions you may wish to ask your learners:

Sentence one: Is this a regular event? Do I usually eat dinner at the same time every day?

Sentence two: When did I make this decision?

- I don't eat dinner until 7.30pm. (One clause: Present Simple)
[A regular activity / habit.]
- I'm not eating dinner until 7.30pm. (One clause: Present Continuous)
[A decision made on that occasion, possibly for a reason.]

Lesson 25: Simple & Perfect Tenses v Continuous Tenses continued ...

Task Three

Now do the same with the following sentences on the board. Encourage your learners to identify the clauses, the tense used in each clause and the difference in meaning between the sentences:

- When we got to the station, the train had just left.
(Two clauses: Past Simple / Past Perfect)
[The train had gone. Did you see the train?]
- When we got to the station, the train was just leaving.
(Two clauses: Past Simple / Past Continuous)
[Did you catch the train? We don't know – not enough information is given. / Did you see the train?]

Task Four

- Will you join us for lunch?
(One clause: Present Simple)
[When is the invitation given? Is it a prior arrangement?]
- Will you be joining us for lunch?
(One clause: Present Continuous)
[Is this a prior arrangement? Could it be a clarification?]

Task Five

- The class stood up when Mark entered the room.
(Two clauses: Past Simple / Past Simple)
[One event takes place as a result of something that happened.]
- The class was standing when Mark entered the room.
(Two clauses: Past Continuous / Past Simple)
[Something was already in progress when another thing happened.]

Lesson 25: Simple & Perfect Tenses v Continuous Tenses continued ...

Task Six

- My students are always asking questions in class.

(One clause: Present Continuous)

[How does the teacher say this? How does the teacher feel? Is there a feeling on the part of the speaker?]

- My students always ask questions in class.

(One clause: Present Simple)

[A general observation.]

Task Seven

- I think Andrew is stupid.

(One clause: Present Simple)

[He is generally a stupid man.]

- I think Andrew is being stupid.

(One clause: Present Continuous)

[He is being stupid on this occasion.]

Task Eight

- I usually cook dinner when my children arrive home.

(Two clauses: Present Simple / Present Simple)

[The dinner begins to be cooked after the children arrive home.]

- I am usually cooking dinner when my children arrive home.

(Two clauses: Present Continuous / Present Simple)

[The cooking of the dinner began before the children arrived home.]

- I have usually cooked dinner when my children arrive home.

(Two clauses: Present Perfect / Present Simple)

[The cooking of the dinner is usually finished when the children arrive home.]

Lesson 25: Simple & Perfect Tenses v Continuous Tenses continued ...

Practice:

Give the handout to your learners. Encourage your learners to work with a different partner. Monitor them and see how they get on. Remember to leave enough time to do feedback at the end of the lesson.

First Task:

Look at the following sentences and rewrite them so that they are correct. One of the sentences does not need changing.

1. While I was driving along in my car, I realised that I had left my bag at home.
2. The last time I saw my friend Chris, he was catching the bus to work.
3. Dinner is usually served in the refectory, but today it is being served in the canteen.
4. You can find me in the refectory at lunchtime as I usually have my dinner there.
5. Last week I stayed at home as I had a cold.
6. Next weekend, I am planning a trip to the countryside for my students. But what will we do if it starts to rain?
7. Who does this textbook, which lies on the desk, belong to?
8. My daughter Chloë hated vegetables when she was a child, but now she enjoys eating them whenever she has them.
9. Will you be waiting for your guests to arrive on Wednesday evening this week? *[Correct]*
10. How long have you been studying English and how many words do you think you have in your vocabulary so far?
11. I once walked 120 kilometres in less than 48 hours, which I found most tiring.
12. The traffic in Leeds is being diverted because of the new bridge that is being built.

Lesson 25: Simple & Perfect Tenses v Continuous Tenses continued ...

Second Task:

Complete the following sentences using one of the following verbs. Make sure you use the correct aspect of each tense. What tense is being used in each clause?

Choke

Cough

Drink

Eat

Have

Like (*neg*)

Listen

Love

Meet

Phone (*neg*)

Read

Take

Work

1. Please don't phone me while I'm having / eating dinner.
2. I usually read the newspaper, while I'm having / eating breakfast.
3. Most days I meet my friends for lunch, but today I'm working through without a break.
4. I love pancakes with lemon and sugar, but I don't like them with honey or syrup.
5. I always listen to music when I take a shower in the morning.
6. The man started to cough when he was drinking a can of Diet Pepsi and nearly choked.

Lesson 25: Simple & Perfect Tenses v Continuous Tenses continued ...

Simple & Perfect Tenses v Continuous Tenses – Handout

First Task:

Look at the following sentences and rewrite them so that they are correct. Please make sure you use the correct aspect of each tense.

1. While I drove along in my car, I realised that I had left my bag at home.

2. The last time I saw my friend Chris, he caught the bus to work.

3. Dinner is usually being served in the refectory, but today it is served in the canteen.

4. You can find me in the refectory at lunchtime as I am usually having my dinner there.

5. Last week I stayed at home as I was having a cold.

6. Next weekend, I plan a trip to the countryside for the students, but what will we be doing if it starts to rain?

7. Who is this text book, which lies on the desk, belonging to?

8. My daughter Chloe was hating vegetables when she was a child, but now she's enjoying eating them whenever she has been having them.

9. Will you be waiting for your guests to arrive on Wednesday evening this week?

10. How long did you study English and how many words do you think you have been getting in your vocabulary so far?

11. I once have walked 120 kilometres in less than 48 hours, which I found most tiring.

12. The traffic in Leeds was being diverted because of the new bridge that was built.

Lesson 25: Simple & Perfect Tenses v Continuous Tenses continued ...

Second Task:

Complete the following sentences using one of the following verbs. Make sure you use the correct aspect of each tense. What tense is being used in each clause?

Choke

Cough

Drink

Eat

Have

Like (*neg*)

Listen

Love

Meet

Phone (*neg*)

Read

Take

Work

1. Please _____ me while I'm _____ dinner.
2. I usually _____ the newspaper, while I'm _____ breakfast.
3. Most days I _____ my friends for lunch, but today I'm _____ through without a break.
4. I _____ pancakes with lemon and sugar, but I _____ them with honey or syrup.
5. I always _____ to music when I _____ a shower in the morning.
6. The man started to _____ when he was _____ a can of Diet Pepsi and nearly _____.

Lesson 26: The Future in The Past - 1

Objective:

To get your learners to understand and practice different ways of talking about the future some time in the past.

Level:

Intermediate. Take your time with lower level learners.

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes.

Materials:

Pictures or board work / board game with dice / paper for your learners to write on.

Target Language:

These are sentences that refer to two time frames: A given point in the past and an event or events that still lay in the future, whether they happened or not.

1. I was going (*intending*) to call you, but I couldn't find a phone.

(An informal excuse / apology – usually spoken.)

The past form of going to (+*verb*) refers to the intended future, and the 'but' clause explains why this didn't happen as intended. The word "intending" can replace "going".

2. I meant (intended / had intended) to call you, but I couldn't find a phone.

(A more formal excuse / apology – could be used in a written form.)

Some simple + infinitive constructions also express future in the past.

3. I was originally leaving at 7 o'clock, but because of fog I left at 11 o'clock.

(A reason – because external forces prevented the future event from happening on time.)

The past continuous is also used to express an intended or arranged future. Again, the 'but' clause explains why this didn't happen as intended or arranged.

Lesson 26: The Future in The Past – 1 continued ...

4. My itinerary said that my flight was to leave (*would leave*) at 7am.

(This is formal confirmation of an arrangement, though the context may suggest that the future event has been either changed or cancelled.)

This is a form of reported speech. It is called the reported future: “is to” becomes “was to” and “will” becomes “would”.

The last two are formal forms that you can introduce to your learners at a higher level if you have the time. It would be good to elicit and use these in the context of a business arrangement.

Elicit:

This is a difficult concept to get across to your learners so it would be best to elicit a situation or context for them to understand the structure. You can choose your own scenario. However, the following is one suggestion.

Start by introducing your learners to Bob (or whatever name they give him). Bob could be a picture or a stick man on the board.

Elicit the following information from your learners (*note that many of the following questions act as concept questions*):

- He has a wife who is an excellent cook.
- What is Bob’s favourite meal?
- Bob has been somewhere – possibly to the cinema or the pub.
- He told his wife that he would come home at 8.00pm (*or whatever time you elicit from your learners*).
- What time did he say he would return home?
- What meal did his wife say she would cook him?
- What time is it now? (11.00pm – or any time after 8.00pm)
- What has Bob been doing?
- What is Bob doing now? (Coming home late)
- How does his wife feel?
- What does his wife say? (“Where have you been?”)
- What does Bob say to his wife? (*This is an important question to elicit the target language*)

Lesson 26: The Future in The Past – I continued ...

Try to elicit the structure of these sentences:

- "I was going to... .. call you, but I couldn't find a phone."
- ... give you a ring, but I didn't have enough money (change)."
- ... come home, but my friends kept on buying me drinks."
- ... return home but the film was longer than I thought."
- ... contact you, but I completely forgot."
- ... leave by 8.00pm, but I was having such a good time."

Elicit other ways of expressing this, such as:

- "I was intending to..."
- "I intended to..."
- "I had intended to..."
- "I meant to..."
- "I was originally planning to..."
- "I know you said that I was to..."

Practice:

1. "You said you were going to _____":

Brainstorm a list of household chores (ironing / washing etc).

Put learners into pairs. Get your learners to practice the following dialogue:

- "You said you were going to do the _____."
- "I was going to do it, but there was a power failure."
- "I had intended to do it, but there was a good programme on the TV." etc.
- "You told me that you intended to do the _____."
- "I had intended to do it, but _____."

Repeat in an office or job environment.

Lesson 26: The Future in The Past – 1 continued ...

2. It didn't happen:

Draw a grid on the board or give your learners a handout: 6 x 6 - put prompts in each square – or even better, depending on the level of your learners, get them to brainstorm the prompts and write them in themselves.

Make sure that the prompts include:

- a time reference (*last year / yesterday / last week*)
- an action (*look for a job / fix the door / mow the lawn*)
- people (*depending on your class you could use the students themselves*)

Divide the learners into two teams. Throw the dice twice to determine which square: first dice for across / second dice for down. Alternatively, you could use two dice, but they must be different colours (*eg. green for down and red for across*).

Team A must make a perfect question,

eg.: "Wasn't Chloe going to look for a new job last year?"

Team B has to explain why this didn't happen,

eg.: "Well, she was going to, but then she got a pay rise."

The teams swap roles.

If the same square is hit, Team B must think of a different reply.

3. Writing stories:

Start the learners with a couple of sentences that they have to complete, such as "Last Sunday I decided to study all day. I was going to get up early but..."

Then get them to write the next prompt and hand it to the next group using, 'was going to' / 'intended to' / 'meant to'.

Go round the class once or twice. You can do this as a class or in small groups of four or five. Then compare the stories from each group.

Lesson 27: The Future in The Past – 2

Objective:

To introduce your learners to different ways of talking about an event or events that would take place in the future from the perspective of a past time. You use these expressions in the following situations:

- Telling a story (true or fiction)
- Relating an event
- Giving an excuse (this was covered in the previous lesson)

Level:

Intermediate. Take your time with lower level learners

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes.

Materials:

Paper / The Internet.

Target Language:

These are sentences that refer to two time frames:

- A given point in the past (*a perspective*) and
- An event or events that still lay in the future.

This style of writing is often used to narrate someone's life story from the position of hindsight. Although the future events of these famous people were not planned, this style of writing sometimes gives the impression that these events were destined to occur.

- He was born in 1947 as Reginald Kenneth Dwight, and would later become famous as the rock and roll songwriter and artist, Elton John.

Modal verbs very rarely have a past tense form. In this sentence the modal verb "would" represents a past version of "will".

- Originally an unknown pub pianist, he was to become a 21st –century icon.

The past of "be" (*was*) + infinitive (*to be / to do*) expresses the future in the past.

Lesson 27: The Future in The Past – 2 continued ...

Elicit:

You could start with a picture of someone famous and elicit from your learners the things they know about them. It could be a movie star or a pop star or someone in the media. Alternatively, you could elicit the structure by introducing it in a reading activity. The context of the text should help your learners understand the structures used. You could create your own text, such as the one below. Keep in mind the level of your learners when creating the text and try not to introduce too much new vocabulary that will confuse your learners.

Reading activity:

David Beckham was born in 1975 in Leytonstone in London, and would later become an internationally-famous football player. From an early age he showed a great deal of skill on the soccer pitch and would later join Manchester United as a midfield player in 1993. He would later become a member of the World Cup team in 1998 and the Euro 2000 squad, and was to become the England captain in the lead up to the 2002 World Cup. David married Victoria Adams in 1999 and was to become the father of her three children. In 2001, he would be voted BBC Sports Personality of the Year.

Concept questions:

- Was he famous when he was born?
- Was he expected to become famous?
- Did he become famous later?
- Was he always internationally famous?
- Was he expected to become internationally famous?

Lesson 27: The Future in The Past – 2 continued ...

Practice:

Famous lives:

Go to www.biography.com and choose 10-12 famous people (depending on the number of learners in your class). Make a note of key events in their lives with the dates. Make a biog card with a photo for each person. The students use these cards to expand on the notes, using 'would' and 'was to become'.

For example:

"Albert Einstein was to become the man who would invent the famous equation $E=mc^2$."

Learners can present the lives of these people as feedback to the class.

Writing stories:

Your learners, in teams or with a partner, invent some of the things that they would like to happen in their own future lives. They will need to brainstorm some ideas, then form them into sentences using the target language. Remember that your learners will be talking in an imaginary future about an imaginary past that is yet to happen.

The higher the level of your learners, the more language and examples they will be able to produce.

For feedback, you can get your learners to read what they have written to the class. For lower-level learners, perhaps they will need to write it up for homework, in which case you will need to do feedback in a later class.

Lesson 28: Yes / No Questions

Objective:

This is a fun lesson that concentrates on speaking practice rather than having a specific grammar focus. It is fun in that your learners have to find different ways of agreeing, disagreeing and responding to closed questions using expressions other than 'yes' or 'no'.

Level:

Intermediate (up to Advanced students). Take your time with lower-level learners but go pretty fast with Advanced students, introducing a wide range of vocabulary in your questions.

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes (depending on how many practice activities you decide to do in your lesson).

Target Language:

No:

- That's wrong
- That's not right
- That isn't right
- That's not correct
- That isn't correct
- Of course not
- That isn't true
- I agree
- I disagree
- I don't know
- I'm not sure
- I'm not certain

Yes:

- That's right
- That's correct
- Of course
- That's true
- That's perfectly correct
- That's absolutely true

Lesson 28: Yes / No Questions continued ...

Elicit:

Ask students questions about:

- Personal: name ~ age ~ address ~ tel. no.
- Family: wife ~ husband ~ parents ~ children ~ siblings
- Hobbies: games ~ activities ~ spare time ~ sport
- Work: how long? ~ where? ~ enjoy?

Get students to agree or disagree about something (make sure they understand that they can't say either 'yes' or 'no'):

- I think that Julia Roberts is very beautiful. I agree
- I think that politics is very interesting. I disagree
- Ask your learners "why" when they answer:
- You don't think that politics is interesting? ...Why?

Practice:

Student dialogue:

Here are a few suggested questions you can elicit from your learners. Get them to ask each other:

1. What's your name? / How old are you? / Where do you come from?
2. Did you say _____? [Repeat phrases that the students say for confirmation]
3. You're 30 years old, aren't you? [Tag questions]
4. How are you? Do you feel well? Are you happy?
5. Are you sure?
6. Do you like your job?

[The rules of the game: You can't say "yes" or "no". You can't nod or shake your head.]



Lesson 28: Yes / No Questions continued ...

Board game:

1. Put the students into teams.
2. Make sure one of them has his or her back to the board.
3. Write a word on the board or show them a card.
4. The students must describe the word to the student with his / her back to the board without actually saying the word itself. The students still cannot say 'yes' or 'no'.

For example:

Nouns: animals ~ birds ~ cars ~ something in the classroom

Verbs: walking ~ studying

Adjectives: kind ~ beautiful

Activities or games: tennis ~ swimming

Movie stars: Harrison Ford ~ Al Pacino

Keys words or phrases from a recent lesson: phrasal verbs ~ idioms (for Upper Intermediate and Advanced students)

You will need to give some thought as to how you will award points to the teams and how you will set up your class for this activity.

Lesson 29: Animals

Objective:

Usually when we think of animals and teaching English we think of children and Elementary levels. This lesson plan will focus on the ways in which we use animals in idiomatic ways and in similes when speaking informally. Many higher-level students feel that the way to speak better English is through idioms and multi-verb forms. This lesson plan seeks to do just that.

Level:

Upper Intermediate to Advanced.

Lesson Length:

There should be enough material here for a lesson lasting 60-90 minutes.

Materials:

Handouts

Elicit:

Discussion questions:

There are many ways to introduce the topic of animals. Here is a brief list of questions you may wish to ask your learners.

Pets:

1. Do you have a pet? / Have you ever had a pet?
2. What do you have? / What did you have? / What would you like?
3. What's its name?
4. Are you interested in keeping pets? Why?
5. What 's so good about keeping pets?
6. Can you quickly name five domestic animals?
7. What are the problems with keeping pets?
8. Which pet in your opinion is the easiest to keep?
9. Which in your opinion is the most difficult to keep?
10. Do you think that pets provide emotional support for the owner?
11. Do you think that some owners spend too much money on their pets?
12. Do you think that some owners treat their pets as humans?
13. Do you think that animals belong in a house with adults and children?

Lesson 29: Animals continued ...

Treatment of animals:

1. Can you name five animals that are in danger of becoming extinct?
2. What do you think about the way that animals are used in scientific experiments?
3. Have you ever been to a zoo? What was it like?
4. Should animals be kept in a zoo?
5. Animals are often used in the circus. Do you think that they are well looked after?

Eating:

1. Why do some people become vegetarians?
 2. Do you think it is wrong to eat meat? What about dog, cat or guinea pig?
 3. Is there any animal that you would never eat?
 4. Can you think of any unusual animals that people eat in other countries?
- * If man became extinct, which animal would become the dominant species on the planet?
Why do you think so?

Introducing new forms of vocabulary:

Give your learners an idiom (or part of an idiom) that uses animals and ask them what it means.

For example:

- cats and dogs (as in 'it's raining cats and dogs')

Now try to elicit other interesting expressions that use animals? What are they? What do they mean? Don't be afraid of giving your learners hints so that they can guess the way to use the idiom and how to include it in a sentence.



Lesson 29: Animals continued ...

Some interesting animal expressions:

1. It's raining cats and dogs
2. When the cat's away the mouse will play
3. Sitting duck
4. As strong as a horse
5. Open a can of worms
6. As blind as a bat
7. I could eat a horse
8. As quiet as a mouse
9. As strong as an ox
10. As slippery as a snake
11. As big as an elephant
12. I feel like a fish out of water
13. The early bird catches the worm
14. To behave like an animal
15. Wait until the cows come home
16. Top dog
17. To make a mountain out of a molehill
18. As sly as a fox

Practice:

Do a mix and match activity with cards. Your learners have to match the cards to the meanings. You will need to give some thought to classroom management for this activity. Will your students work in pairs or in teams? As you monitor, you may wish to give clues.

Alternatively, you may wish to give them a handout and ask them to link the idiom to the meaning.

You may wish to use the animal idioms from above or use some that you can think of. Remember to introduce these idiomatic phrases in as natural a way as possible to your learners.

Lesson 29: Animals continued ...

Reading:

There are a number of different ways you can do this activity. You could do it as a listening or a reading activity. Your learners should be at a level where they would be happy to act it out in pairs or you could choose two of your best readers in the class to perform it. An alternative way would be to get your readers to read through the text in pairs and spot all the ten idioms, and work out the meanings between themselves with a few hints from yourself. Don't be shy to give minimal hints and encourage your learners to try and guess what they mean through the context. Pre-teaching some or even most (depending on your learners) of the idioms before you give them the text, using one or both of the activities above, will certainly help.

Two men are sitting in a café waiting for something to eat:

Bob: *I'm so hungry, I could eat a horse.*

Andy: Me too. But aren't we a bit early? Will the café be serving food now?

Bob: *In about ten minutes. The early bird catches the worm, as they say.*

Andy: (quietly) But it's not a very nice café, is it? I'm used to something more upmarket. I feel like a fish out of water in this place. Can't we go to Diane's Café, they have real chairs to sit on there, not like these plastic ones.

Bob: *I'm not going to another café now. Look at the weather. It's raining cats and dogs now.*

Andy: Okay. As long as the food's good.

Bob: *Oh, the food's wonderful here – don't you worry. Once you've got a good breakfast in you, you'll feel as strong as an ox.*

Andy: At least the café's empty now.

Bob: *That's right, we can talk as loud as we want. In those posh restaurants you have to be as quiet as a mouse.*

Andy: Yeah, we can talk about anything we want, without anyone hearing us.

Bob: *Indeed. We can talk about the problem with your neighbour.*

Andy: What, George, the fella who sold you that car? Now don't go opening that can of worms.

Bob: *Look, I don't want to make a mountain out of a molehill, but he sold me a car that doesn't work.*

Andy: I told you before. That guy's as slippery as a snake. You should never have got involved with him. You must have been blind as a bat. I wouldn't have bought that car.

Bob: *Yes, I should have listened to you, but it seemed such a good deal at the time.*

Andy: You won't get any money back from him. He really is a sly old fox. I think you should say goodbye to that problem and never have any more dealings with him. Come on, our breakfasts are here. Let's tuck in and forget about old George.

Lesson 29: Animals continued ...

Gap- fill (cloze):

You can set this for homework or to do at the end of the lesson if there is time. This activity will help consolidate what they have learned by using the idiomatic expressions in different contexts. You can also use this as a template to create your own handout, depending on the expressions you have looked at in your lessons.

Look at the following sentences and see if you can link them to an idiomatic expression you have learned today in this lesson:

1. My sister lets the slightest little thing upset her. The dustbin men didn't turn up this morning to collect the rubbish and she wants to phone the council.

2. Chloë's parents are going away for the weekend, leaving her in charge of the house. Although she hasn't told them, she has already invited her friends over on Saturday night for a big party.

3. I'm not used to going to pubs. The music is always too loud, I'm not fond of drinking alcohol and the smoke makes me cough. Also, the people in pubs are always so loud and confident, whereas I am not.

4. I came in at 2.30am last Sunday morning after the party. I was careful not to wake up my parents, so I carefully closed the front door and tiptoed up the stairs.

5. I saw the 11.00am showing of the new Star Wars movie, although I actually got to the cinema at 10.00 so I could get a seat. I know how popular this film is.



Lesson 29: Animals continued ...

6. I saw my friend John pick up a piano the other day and lift it onto a truck. I could never do that!

7. The man who did my tiling told me that it would cost only £200, but he ended up charging me £350 as it took him longer than two days. I don't think I can trust him any more.

8. In war, soldiers have to be careful not to be seen. They have to wait in the shadows of trees and in places where their enemy cannot see them. If they walk freely in the open they might get shot.

9. I am very hungry as I haven't eaten since this morning.



Lesson 30: Story Writing

Objective:

This is a lesson designed to help your learners make sentences by clause building and then putting the sentences together into paragraphs. In this lesson your learners will need to use their imagination. It is often their imagination which will lend to a fun lesson and encourage huge leaps in their learning curve, particularly with regard to their vocabulary. Putting complicated sentences together will encourage your learners to develop an improved lexis.

You can do this lesson with large or small classes, and adapt it so that you can teach children or adults.

Level:

Upper Intermediate to Advanced – you could try this lesson with Elementary learners if you feel they can cope with it. You can teach this lesson to children, teenagers and adults.

Lesson Length:

There should be enough material here for a lesson lasting 60–90 minutes.

Materials:

Writing paper.

Target Language:

The primary focus of this lesson is to practice writing in a fun and exciting way. You will need to pay attention to things like paragraphing and punctuation, especially if you are using speech marks.

How much and how complicated the language you use in this lesson will depend on the level of your learners.

Lesson 30: Story Writing continued ...

Elicit:

Start off by writing a sentence or two on the board and then getting your students to make a sentence that goes immediately after it. Be aware of your board work and think about how it would look on the printed page.

Here are a few suggestions:

- Annie threw the ball at her friend, but she did not catch it.
- Mark had not opened his fridge for two weeks.
- "I'm not going in there," cried Julie.
- Richard pulled himself up the rope. It was raining and the wind was strong.
- Pat was driving her car when she heard a terrible noise from the engine.
- As soon as he walked off the plane, Damian noticed how hot it was.

These are just suggestions; please feel free to use your imagination. Be aware of what tenses you are using and don't make them too complicated for lower-level learners. Use your learners' names if you wish to make it personal. Remember that all stories are not fiction; they can be true. When eliciting sentences from your students, listen carefully to what they say. If the grammar is not correct encourage your learners to correct each other. Once you have filled the board ask your students: "What do you think happens next?"

Practice:

Part One: Pair work

Get your learners to write down what has already been written on the board and to continue adding sentences to it. Although you can ask your learners to work silently, it is also good to get your class to work in pairs, one of them writing whilst the other makes suggestions (get them to exchange roles so that they both have the chance to write). This encourages speaking and your students will be able to bounce ideas off each other. As they do this, monitor and give encouragement and praise.

Be careful that your students don't start chatting in their own language. If they do, ask them: "How do you say that in English."

Lesson 30: Story Writing continued ...

Part Two: Feedback

Once your learners have finished writing (a page should be enough), stick or pin their work to the wall. Now get your learners to go to the wall and read at least one story. For lower levels you will need to give them time to do this. Now get them to tell the stories they have read to their partners or to the class. The number of students you have and the dynamics of the class determine how you will set up this activity. Remember that you must set rules, such as whether they can take notes when they read another's story (make sure that they are notes; they cannot actually write the story down!) or whether to set a time limit. It's up to you.

Alternatively, if your learners are of a high level, you could get them to read out their stories to the class to create a listening activity.

Part Three: Consequences

This is a variation on an old party game. Give your students a new task. Give them the first sentence of a story and they have to finish it. Decide whether your learners will work in pairs or not. Here are some suggestions (taken from classic books):

- It was seven minutes after midnight.
- When he was nearly thirteen my brother Jem got his arm badly broken at the elbow.
- The house stood on a slight rise just on the edge of a village.
- Flying into Australia, I realised with a sigh that I had forgotten again who their Prime Minister is.
- The hill people and the Mexicans arrived on the same day.
- This is a story about a man named Eddie and it begins at the end, with Eddie dying in the sun.
- When the phone rang, I was boiling a potful of spaghetti...
- We slept in what had once been the gymnasium.
- The scent and smoke and sweat of a casino are nauseating at three in the morning.
- If you really want to hear about it, the first thing you'll probably want to know is where I was born and what my lousy childhood was like...
- I was in my room reading a book.



Lesson 30: Story Writing continued ...

Please feel free to choose your own sentences. You can write a selection on the board or give your students a handout. Ask them to choose one sentence (or give one sentence to each of your groups or pairs) and ask them to write it down at the top of an A4 sheet of paper. Their task is to continue the story. Give them a time limit of ten minutes. After ten minutes, get your learners to pass their A4 sheets in a clockwise direction. They have to read what the previous group has written and continue the new story in front of them.

At the end of the lesson you can read out the stories to the class as a form of feedback to your students, often with hilarious results.

Lesson 31: Writing Activities

Introduction:

Of the four skills we teach our learners, writing, along with speaking, is productive and is usually done towards the end of a lesson.

This is not a lesson plan as such, but rather three writing activities that can be used at most levels and can act as fun alternatives to the usual writing tasks that many learners are given, such as:

- Write an essay
- Write a story
- Write a report
- Write a diary
- Write a list of instructions
- Write a letter

First Activity: Chinese Whispers

This activity is sometimes known as “Consequences”, but it is also a version of “Chinese Whispers”. The teacher writes a sentence and secretly shows it to student A in the class.

For example: “The cat climbed up onto the table.”

Student A has to draw it.

Student A gives their drawing to Student B who looks at the picture and writes their own description of what they see.

Student B gives their written description to Student C who draws it and so on.

Now do feedback and see how far from the original sentence your learners have come.

There are positive and negative things about this activity, which as a teacher you need to be aware of.

Positive points:

- It is a fun and enjoyable activity!
- Your learners are using descriptive language.
- They must make a complete sentence, which may be as complex as the level of your class allows.
- They must focus on spelling words correctly.

Lesson 31: Writing Activities continued ...

Negative points:

- Only one student is doing the work at any one time.
- The other students in the class may become bored.
- Some students feel that they are not good at drawing.
- Some students don't get to write.

Things to think about:

- Depending on the size of your class, you could put your learners into small groups of four or five.
- Give a time limit to the drawer and the writer.
- Do this activity twice, making sure that each student in the class has an opportunity to do writing as well as drawing.
- Put the original sentences on a small card, which you show only to the first student in a group.
- Make sure that the students in each group cannot see the drawing and the sentences until it is their turn. You may need to move students to different parts of the class in order to accomplish this.
- Perhaps when it is the student's turn to draw or write, they have to come to the front of the class to do it, so that the teacher can monitor.
- Perhaps you could do this on large sheets of paper. When a drawing is done or a sentence is written, just fold the paper over, making sure no one else can see it.
- Make sure that the language is appropriate to all levels.
- Make sure to do feedback on all the activities.

Lesson 31: Writing Activities continued ...

Second Activity: Making Sentences

Put these words on the board and tell your learners to write five sentences.

These are the rules:

- You can't change any of the words (*past tense verbs remain past tense verbs*).
- You can't add your own words.
- You can repeat them.
- You must make five sentences that make sense.

Can your learners link the sentences together so that they make sense?

- Pronouns: I , he, me, we, it
- Past tense verbs: sent, took, said, met, spoke, wrote
- Plural nouns: letters, flowers, parks
- Stative verbs: remember, love
- Prepositions: to, in
- Past auxiliary verbs: was
- Other useful words: never, how

Here are some examples:

- I remember how we met.
- He wrote me letters.
- He took me to parks.
- He sent me flowers.
- We met but never spoke.
- I never said I was in love.

Although this is a controlled practice activity, your students will find it fun and challenging. Think about how you are going to arrange your class. Will your learners work alone or with a partner? You know your class well enough. Is it possible to put a weaker learner with a stronger learner?

Remember to do feedback with the class, looking at all the work your learners have done. Some sentences may be nonsense but are they grammatically correct? Can you award points to your learners for the most interesting or most accurately constructed sentences?

Lesson 31: Writing Activities continued ...

Third Activity: Running Dictation

Write or type a list of sentences on a sheet of paper and place it somewhere on the wall in the classroom. If you are brave enough, and you think you won't disturb other classes, place the sheet of paper somewhere outside the classroom. Make sure that it is placed at eye level, as you will want your students to be able to read these sentences without difficulty. Put your learners into pairs and make sure they have a blank sheet of paper and a pen or a pencil between them. Now get them to decide who will be the first "Writer" and who will be the first "Runner".

Explain to your learners that one person from each team will run to the paper (wherever it is situated) and look at the first sentence and memorize it. Then they have to return to their partner and whisper the sentence to him or her, who writes it down. When finished, the writer becomes the runner and the runner the writer until all the sentences have been transferred from your sheet of paper to the pad on which your learners are writing.

As always, there are rules to your activities (games):

- The first to complete all the sentences will receive a prize (it's up to you to decide what you will give them).
- The person that is running cannot write. This is important and all those who cheat will be disqualified.
- Your learners must whisper (or speak softly) as clearly as possible so that their partner can understand what to write down.
- Your learners must write the sentences down in the same order as you have written them.
- Accuracy is an important feature of this activity, so spelling and punctuation are very important.
- Your learners must not cheat. They cannot touch the paper they run to or prevent others from seeing the paper. This is a strange point to make, but you'd be surprised how many want to cheat in this game.

Tell your running learners to be careful when running. You don't want them collide into each other, especially if they are running out of the classroom and down the hall, if you have placed your sheet quite a distance away.

Lesson 31: Writing Activities continued ...

An alternative to this activity is to place everyone in the middle of the classroom (make sure that all desks and chairs have been removed first) in a circle looking out. The runner runs to various points of the classroom wall, where you have blu-tacked various cards with sentences on them.

How you set up this activity depends on the size of the class and the teaching environment. Before doing this activity, you need to think carefully about what you write on the sheet of paper

- What are you going to write on your paper?
- How many sentences are you going to write on your paper? (10-12 is ideal)
- How will you use the sentences that your learners write down?
- Is this a grammar-based activity or a skills-based lesson?

Here are a few suggestions:

- Get a story or a magazine or newspaper article and put each sentence out of order. After the running dictation activity, your learners will have to write out the sentences in their correct order. Remember things like paragraphing. If you are creative, you can write your own story or article.
- Write sentences using different tenses. After the running dictation activity, your learners can work with a partner and decide which tense is being used.
- Write sentences using different functions. After the running dictation activity, your learners can work with a partner and divide the sentences into their different functions. You may have to give your learners a few hints and do some examples on the board.
- Write a collection of "Conditional" sentences. After the running dictation activity, your learners can work with a partner and write out the sentences into four columns, each column representing the four different Conditional forms. During feedback, your learners can decide which tense each clause uses. This activity is not good for lower-level learners as many of them may not have been introduced to Third Conditional structures.

Lesson 31: Writing Activities continued ...

This is a great activity to do with your class for two reasons:

- If you prepare a handout for your learners and the photocopy machine has broken, you can do the running dictation activity instead of writing it out on the board. It's much more fun and interesting than having your students copying down from the board in the traditional teaching fashion. This activity practices all the four main skills:

Reading

Writing

Speaking

Listening

- In addition, you are getting your learners to use their memory and you get them out of their seats, instead of having them sat still for 90 minutes.

Conclusion:

These are just three fun writing activities you can do with your learners. Use your imagination. See what you can come up with. Remember, it is important to focus on the reason why you are doing this activity. There has to be a purpose and as a teacher you need to focus on what you intend to achieve in your class. Make sure that you always do feedback and that all of your students can benefit from the writing activities you do.