

Task 6.11 Lesson aims and content

Look at Figure 6.10, showing a sample of a staged procedure for a 50-minute lesson.

- 1 Write some main aims for the whole lesson.
- 2 List language items you think might be worked on in this class.
- 3 Decide what sort of 'story' you think the teacher has planned.

| Stage | Procedure (What the teacher will do) | Tasks (What the students will do) | Interaction | Aims | Time |
|-------|---|---|-------------|---|---------|
| 1 | Draw a picture on the board of a landscape (forest, villages, river, hills). Elicit vocabulary. | Name items on picture. Note and practise items that are new. Pronounce lexis with correct stress. | T & Sts | Learners will understand and be able to use lexis necessary for the story in Stage 3. | 6 mins |
| 2 | Use cut-out paper character (and sticky tape to attach to board) to elicit details of a story of a walk through the landscape, especially including prepositional phrases (<i>over the bridge, around the lake</i>). Get students to repeat frequently. Concept check new items as they appear. | Tell and remember story of the walk. Practise saying prepositional phrases. | T & Sts | Learners will learn and practise prepositional phrases. | 12 mins |

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| 3 | Ask students to recap by asking students to describe a new route. <i>How would you get from A to B?</i> | Students narrate new route. | Pairs | Learners will become more confident and accurate at using the target language. | 8 mins |
| 4 | Write up ten prompt questions (<i>What's the name of the hero? Where does the journey start?</i>). Ask students to draw their own landscape and invent a story according to the prompt questions. | Students read questions, discuss together and negotiate together to invent a new story. | Small groups | Learners will get practice using target language more creatively to invent a story. | 12 mins |
| 5 | Ask students to swap groups and show their landscape, then (a) ask <i>yes / no</i> questions to elicit story; (b) hear the story from new partner. Optional: re-swap partners so that people have to now tell a story that was not originally theirs. | Students form new groups. Students ask <i>yes / no</i> questions. Students hypothesise. Students tell stories. | Small groups | Learners practise forming and asking questions. Learners practise narrating stories using target items. | 12 mins |

Figure 6.10 Staged lesson plan