



Lesson plan

Intermediate storytelling and pronunciation lesson

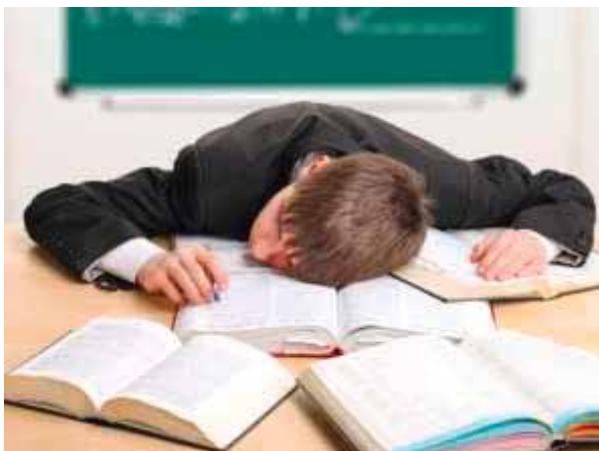
John’s lesson at International House, Oxford uses the theme of excuses to teach storytelling, conjunctions, the past tense, and the pronunciation of verbs in the past tense. Many thanks to John Duthie for sharing his original lesson plan and resources with us. The lesson can be seen on the *Teachers at Work* DVD which accompanies *The Practice of English Language Teaching* book, and the Observation Sheet worksheet for this lesson is available on this website.

Level: intermediate	Lesson type: Storytelling (past tense); Pronunciation
Lesson length: 60 mins	
Main Aim/s: To enable learners to tell a story in the past giving reasons and explanations for events	
Sub Aim/s: To develop learners’ ability to talk about school To enable learners to produce past simple regular verb endings with greater accuracy	
Learning outcomes: By the end of the lesson learners will be able to: Use a wider range of vocabulary to talk about school; Differentiate between conjunctions so, but and because and use them with accuracy; Identify when to use /t/, /d/ and /ɪd/ verb endings and use appropriately when speaking; Create and tell a story in the past.	
Personal aim/s: To enable learners to act freely and without inhibitions in an unusual teaching environment; To lead a lesson which will have lasting ‘take-away’ value while also being fun and not too reliant on prior knowledge of the class; To refresh my skills of checking instructions and demonstrating tasks.	
Assumptions (what do the students already know or have studied before): I expect the students will have encountered the verb form before and be familiar with most of the verbs, although they will need practice and guidance pronouncing them; The students will have a stock of lexis relating to the theme; I expect the students will have been introduced to the conjunctions.	
Materials (including source): Self-made materials; pictures; W/B ; verb cards; storyboard; students; teacher.	
Anticipated difficulties and solutions: Difficulty: The students may have difficulty following sections of the lesson which rely on mime. Solution: Demonstrate and concept check instructions thoroughly. Difficulty: The students may have difficulty hearing and pronouncing target language. Solution: Use IPA on a sentence and word level and drill. Difficulty: The students may have difficulty creating a story in a structured and coherent manner. Solution: Provide clear examples and differentiate by providing prompt verbs/conjunctions for less advanced learners.	

Stage/Aim	Procedure	Time	Interaction
Activate schemata on school days – Engage	Round the room with students standing and listing school related vocab – Homework, pen, etc. – hesitation of three seconds or repetition and they are out and sit down – Write up any interesting lexis	0–4	s–t t–s
Pre-teach TL To give learners lexis necessary to talk about school	– Flash up images relating to school – Pre-teach vocab: get into trouble, tell off, bunk off, fail an exam, pass, sulk, oversleep, make an excuse, call someone names, do lines, get detention, lazy (not all of these)	4–8	t–s s–t
Practice/revision of TL To evaluate learner use of TL and focus on pron /form	Initiate short discussion: Did any of these things happen to you? When? What happened? – T gives example before students speak – Students speak in pairs – Monitor for examples of good/bad language and feedback after discussion – Pick out student utterance and work on sentence stress and word stress of regular past simple endings – I <u>bunked</u> off school last week	8–13	t–s s–s t–s
Present and practise TL To introduce TL and work on pron/form	“I am going to tell you about a time when I was late for work and got into trouble with my manager, but I’m not going to speak...” – Write sequencers and conjunctions on board – <i>but, so, because</i> – Clear instructions and check – Mime T elicits from students using mime with agreed gestures. T uses peer correction to get as close to authentic language as possible	13–23	t–s
Practice of TL To give learners controlled practice in the TL through retelling a story	– After T finishes mime – give out verbs, sequencers and conjunctions from the story and students put them in correct order – Use a slide of the storyboard for ‘baby in the box’ as an example for now and later – Elicit model sentences and work on word and sentence stress	23–30	s–s s–t s–t
To identify patterns of pron and drill for fluency	I <u>brushed</u> my teeth /t/ I <u>opened</u> the door /d/ I <u>waited</u> for 5 minutes /ɪd/ – Elicit rules of pronunciation with slide – <u>voiced vs unvoiced</u> sounds	30–35	s–t

To test understanding of patterns through matching verbs to appropriate phonetic endings	<ul style="list-style-type: none"> – T gives out additional verbs – In groups of 4/5 students decide on which chart verbs go on the wall/t/ /d/ or /ɪd/ – students race to put all the verbs under the correct sign – T conducts feedback on problem sounds 	35–40	s–s t–s
To give learners practice in pronouncing TL and recycle lexis	<p>Mime game for students – In groups students race to mime sentences</p> <p>I missed the bus so I ran to school.</p> <p>My teacher shouted at me because I was late.</p> <p>I finished my homework but the dog ate it.</p> <p>I cheated in the exam because I was lazy.</p>	40–48	s–s t–s

To give learners free or freer practice in TL	Bring up slide of storyboard for baby in the box Elicit part of the story I want you to make up a story about something that happened to you at school and draw the images on this storyboard. – Using verbs and conjunctions supplied by T (or not), students create their own story and make a storyboard of the action	48–60	t–s s–s
	Optional – in groups students look at other groups storyboard and guess what the story is.		s–t t–s
	Feedback		







The baby in the box

Yesterday, I woke up at seven. I got up and I went to the bathroom. I took a shower. I washed my face and I brushed my teeth. I shaved.

After that I went downstairs to the kitchen. I cooked breakfast. I sat down and ate breakfast.

Suddenly, I heard a knock at the door. I opened the door. I looked down and saw a box. I opened the box and I saw a baby. I picked up the box and took it inside.

I realised I was late. So I went next door. I put down the baby in the box. I knocked on the door and ran away!

Verbs from the story



wake up	get up	go to the bathroom	take a shower	wash
brush	shave	go downstairs	cook	sit down
eat	hear	open	look down	see a box
open the box	see a baby	pick up	take the box inside	realise
be late	go next door	put down	knock	run away

Materials 4 (reference for 'additional verbs' which need to be on sticky notes for board race)

brush	cheat	cook	decide	finish
kiss	knock	laugh	love	open
pick up	remember	shave	shout	start
wait	walk	want	wash	watch

Materials 5 (answer key to board race)

<i>/t/</i>	<i>/d/</i>	<i>/ɪd/</i>
brush	love	cheat
cook	open	decide
finish	remember	shout
kiss	shave	start
knock		wait
laugh		want
pick up		
walk		
wash		
watch		