Sample lesson plan - Correction

Try this lesson plan which incorporates two correction slot ideas.

Overview

Level: Pre-Intermediate

Communicative aim: For students to listen to and give advice

Linguistic aims: To clarify formulas for giving advice, you should, why don’t you, you could, have you tried, if I were you. Vocabulary that arises from describing problems and work on sentence stress.

Skills aims: Speaking and listening

Materials: Use texts from a newspaper or magazine if you can find them (tabloids are good source), if not coursebooks often have problem page type texts. Try looking for problem pages on the Internet. You could also make up your own. You will need 4.

Rationale: This is a classic EFL/ESL lesson for several reasons. First it provides an easy context for speaking practice, as everybody likes to give advice. Secondly, it provides a neat teaching point - formulas for giving advice. Thirdly, it provides the opportunity to use authentic, or authentic-looking texts of a manageable length. It is also possible to incorporate a repetition of the communication activity: advice for the same problem can be sought from more than one learner.

Some tips
1. People don’t always use advice formulae to give advice. E.g. A I’ve got a headache
   B Nurofen and aspirin are good.
   Make sure your text and your own model are natural.

2. Should, when giving advice, can sound overly pompous especially when given inappropriate prominence. Do lots of work on sentence stress. Grammatical errors such as You should to go interfere less with effective (and affective!) communication than you should go, stressed 000, i.e. with all syllables prominent.

3. Some formulae don’t always work for third person advice. Have you tried for example doesn’t transpose to Has she tried when discussing problems you have read.
Procedure

Preparation: Find/make your material and think about how you will deal with difficult vocabulary.

Stage 1 (10 mins) Tell students a problem you have and invite them to give you some advice. Write their advice on the board and add appropriate formulae eg. student says *you must to drink less*; you elicit and write on the board *you should drink less*. Highlight structures and mark sentence stress.

Stage 2 (10 mins) Drill students using prompt-response from the examples on the board.

Stage 3 (10 mins) Ask students to write down 6 problems. Encourage them to ask you for help with vocabulary. Students then drill each other in pairs reading out their problems and getting a response. Teacher monitors noting any problems. **Teacher does a short correction slot and drills/clarifies as necessary. You could use Grammar gap fill here if students are having difficulties with advice structures.**

Stage 4 (10 mins) Pre teach key vocabulary from the problem texts you are using then give out a text to each student. If you have more than four students give out the same text twice, three times as necessary. Students read their text and prepare to read it or explain it to other students.

Stage 5 (15 mins) Tell students they are going to look for the best advice for their problem by talking to 3 different people. Students mingle, and then find a partner and explain/read their problem as if it was theirs, i.e. in first person. Partner listens, asks for clarification if they don’t understand and responds with some advice. Teacher calls out change and students change partners (in larger groups they may find someone with the same problem, so they will have to move on). **Teacher does a Sandwich correction slot between changeovers using the pro forma.**

Stage 6 (5 mins) Plenary feedback. Students explain who gave them the best advice and why.