

A Sample

Lesson-plan

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Introduction

The purpose of this article is to prepare a detailed **lesson plan** to be taken as a model for high school English teachers and can be used as a general format by any teacher who wishes to organize lesson plans for any other lessons. The present plan devises **the what** and **the how** of the teaching of the first lesson of the first high-school English textbook entitled "**English Book 1**". It provides the English teacher with the varieties of the required teaching skills (i. e. listening, speaking, reading and writing) and the thorough range of language components (i. e. pronunciation, structural elements, new vocabulary and comprehension) incorporated in each lesson. This lesson plan, however, is best appropriate for the intermediate level of the TEFL in the formal education in Iran, in which the students of each classroom are more or less of homogeneous linguistic background.

Limitations

The lesson plans suitable for elementary or advanced students have to be organized in another way and should be interwoven from other components and drill types. Lesson plans for the classes of linguistically heterogeneous students may also vary a great deal from the present one, and they require separate models. Therefore, for the purposes of this article, the writer has confined himself to the intermediate level (namely, high school English textbooks) employed in formal education in Iran and specially for the learners whose mother tongue is Farsi or if they are bilingual, Farsi is their predominant language which interferes more in foreign language learning course.

Importance of Planning

Nowadays, it is generally believed that teaching a foreign language is an extremely

sophisticated task, and it requires a very scientific and complicated procedure to be handled.

First and above all, the English language teacher should believe in the fact that he must have premeditated and elaborated objectives for each particular language class that he is going to handle soon. This typical English teacher who manages to teach a goal-oriented class, can't help planning the class activities beforehand to orient his students towards the achievement of his objectives. For a teacher like him, formulating the objectives and correlating them to appropriate classroom activities is a must. In this regard, Chastain (1988:335) maintains, "Once the teacher sets up goals, he must begin to develop plans for achieving his desired aims". Then emphasizing the usefulness and the impact of planning on the successful teaching, Chastain (ibid) adds, "Planning assists him in selecting and arranging the most effective sequence of learning activities for arriving at the stated goals."

It goes without saying that the aforementioned fact reveals that the so called English teachers who handle their classes randomly and spontaneously, without previously assigned objectives and preprogramized activities would not find lesson-planning a vital preparation. They may even consider it as an irrelevant and vain thing which only adds pain and trouble to the ordinary procedure of their classes which are well under way. They have the right to think of lesson planning as that because in their classes there is no room for such techniques. They are not privileged or competent enough to be able to exploit or manipulate these advanced and scientific techniques. The evaluation of Chastain (ibid) of this group of English teachers is very significant and very much pertinent to the point. He contends, "Poorly prepared teachers often abdicate their responsibility for productive

planning to the textbook because they are not familiar enough with the theoretical bases of the foreign language learning and teaching to develop a consistent, rational approach to their subject."

Kyriacou (1991: 22) explains the purposes and functions of lesson planning and proposes four significant elements in its organization which are worth mentioning here:

- 1 - deciding on educational objectives
- 2 - selecting or scripting a lesson
- 3 - preparing the props to be used
- 4 - deciding how to monitor and assess pupils' progress

Then he (ibid: 17), emphasizing the vitality of planning the lesson, puts on his viewpoint, "The key task facing teachers is to set up a learning activity which effectively achieves the learning outcomes intended for each pupil."

Chastain (1988:335) takes a more strict position on the necessity of planning the lessons and claims, "Careful planning is crucial to successful teaching; and it is doubtful that anyone can be a good teacher unless she is aware of the objectives and plans of the classroom activities accordingly." He even goes further than this and emphasizes thus, "Certainly such preplanning is necessary to ensure maximum effectiveness."

When we compare the viewpoints of Chastain with those of Rivers, we will come across an even stronger and excessive emphasis on the previously planning lessons for teaching but this time in the disguised recommendations and softer voice which seems very lenient but it is in fact more effective and profound than those views of Chastain.

Rivers (1981:484) discussing the usefulness and the vital role of lesson planning on the task

of teaching an FL, very reasonably and pleasantly voices out, "Each lesson should move smartly, the teacher leading the class from one activity to another with assurance, never allowing time to be wasted because of hesitancy or indecision, while always remaining alert to student need. This brisk tempo will be possible only when the teacher has a sure grasp of the plan."

Gredients of the lesson plan

The sample lesson-plan which will be depicted in this paper comprises the true objectives of the first lesson of the textbook prevalently used in the first grade of high schools in Iran and the crucial activities employed towards the attainment of these objectives. These **objectives** are directly drawn from the language components incorporated in the mentioned lesson which may be vocabulary, pronunciation, comprehension, structures etc. and will be materialised or realized in the forms of different skills.

The props and devices required and involved

in the process of the task are illustrated and assigned. Since the procedure which is employed is cognitively oriented and is advanced in a communicative way, few audio-lingual means are used, and interactions of teacher-student, student-teacher and finally student-student are mostly involved.

The teaching model which encompasses all above mentioned gredients specially the specific objectives and the appropriate activities is the model which have already been proposed by Vossoughi (1993) the outline of which will be depicted below:

A Sample Teaching-Model

- I. Specific objective
- II. Activities
 - A. Pre-instruction or motivation stage (directions & activities)
 - B. Instruction stage
 - 1. Recognition (directions & activities)
 - 2. Manipulation (directions & activities)
 - 3. Production (directions & activities)
 - C. Post-instruction or Reinforcement Stage (directions &

Table 1: Teaching objectives

| Components of lesson 1 | Objectives of Teaching | Language Skills |
|------------------------|---|-----------------------------|
| Reading | 01: Loud Reading | 1 - Listening comprehension |
| | 02: New Vocabulary | |
| Grammar | 03: Reading Comprehension | 2 - Speaking |
| | 04: Use of couldn't | |
| Pronunciation | 05: Use of had to | 3 - Reading |
| | 06: Language Function | |
| Culture | 07: Pronunciation incidental to reading | 4 - Writing |
| | — | |

activities)

This teaching model is applied to teaching of high school books in deductive-inductive way or in cognitive-habit approach in the communicative framework.

The correlation of the specific objectives of lesson one to the language components and skills are illustrated in the above matrix in which **O** stands for **objective**, and the numbers from **1** to **7** show the sequences of the presentation of the objectives in an sketchy form:

Any language class requires some initial activities from the side of the teacher to arouse the students motivation for participation and to call their attention to what is supposed to go on in the classroom and to stimulate them to talk. For this purpose the teacher **warms up** the class, i. e. he raises questions which directly relate to the students' life and interest. In this way, he gets them involved in communication with him and with one another.

Soon after the warm up, he can ask questions the answers to which require the use of the grammatical elements, the reading comprehension or the lexical items they have studied in the previous session in order to **review** them and be refreshed with them. This type of revision, doubtlessly, should be within the range of the ability of the students to cope with and thus they will be entertained by the use of the target language.

When this stage of revision has been practiced to some extent, the teacher asks the class to open their exercise books and to read their homework assignments one by one for correction and the reinforcement of learning. Consequently, both the oral and the written exercises of the previous lesson have been reviewed and the students are ready for a new lesson which is termed **view** in this stage of class

activities.

The **view** or the new lesson comprises a few specific objectives which have been premediated and carefully assigned. It occupies the most part of the class time and has to be devised in a detailed plan. In this endeavor the lesson-plan of the first lesson of high school **Book 1** will be designed.

After the **view**, i. e. the teaching of the new lesson, the teacher will orally and communicatively practice a **summary** of all the components of the new lesson for the last time and then he assigns some necessary **homework** for the class to be done at home individually. Finally the teacher gives the class some information and / or directions as **preview** for what is to be taught next time and asks the students to make some preparation for that or at least think about that. On the basis of what was discussed above, the outline of the organization of a typical lesson-plan can be depicted as follows:

The Outline of The Lesson-Plan

- 1 - Warm up
- 2 - Review of the previously-taught materials
- 3 - Correction of homework
- 4 - View $\left\{ \begin{array}{l} \text{Objective(s)} \\ \text{and} \\ \text{Activities} \end{array} \right\} \rightarrow$ (Which will be elaborated in the following)
- 5 - Summary of the new lesson
- 6 - Homework assignments for next week
- 7 - Preview

Now, it is the very time to start with planning the first lesson of the first textbook of high schools in Iran. The objectives shown in Table one will be taken up one by one and the necessary class activities will be proposed exactly in a detailed manner, i. e. in a way that every individual

teacher can very clearly absorb the procedure and practice them in his class and take it as a very crucial and clear-cut **sample** to follow to make up his own lesson-plans on the subsequent lessons.

Objective 1: Loud Reading (Lesson 1, Book 1)

Reading is a broad objective in a language class. To facilitate the teaching of all aspects of reading and to put equal weight on every facet of reading rather than value the meaning or comprehension over other aspects, we break down the reading skill into three specific objectives and teach each one separately with special emphasis of its own. These three objectives are, as shown in the related tabel, (1) **Loud reading** which deals with verbalization of lines and correct pronunciation of sounds, clusters, stress patterns, intonation contours as well as speed reading and fluency without taking the meanings of words or the concepts of the sentences into consideration. (2) **New Vocabulary** which consists of the pronunciations and the meanings of the new words which should be learned in a memorable way to stablish an stable association between the form and the meaning of each individual word. (3) **Comprehention** which copes with the concepts of the sentences and the general idea / ideas of the passage and the content of the text as a whole.

Keeping these specific objectives in mind, we start the teaching of the first objective which is **reading aloud**. We usually present it before the new vocabulary to disregard the meanings and concepts and concentrate only on pronunciation and fluency of reading.

Before we start with the teaching of the objectives, we remind the teachers of the three

different activities introduced in the **Sample Teaching-model** (Vossoughi, 1993) mentioned before. The first one consists of recognition (or discrimination) drills, the second one of manipulation drills and the last one of production drills. Imediately before each drill, the teacher (T) should give an **instructions** to get the students involved in the desired activity, as shown below.

Activity a (Discrimination) T: "Please close your books, put your pens or pencils down and listen to the reading passage carefully." The teacher then reads the following piece to the class sentence by sentence, but if the sentences are long he scans them into **breath groups** or **stress phrases** which may become clauses or meaningful phrases carrying only one primary stress and thus undergoing one intonation contour. The passage should be scanned before/ hand like the following one:

THE KINDERGARTEN MAN

- 1 Friedrich Froebel lived in Gérmány | many years agó. | His mother díed | when he was a small bóy. | People didn't pay much atténction to him. | So Friedrich played alóne | in a garden. | He loved the flówers | and the plánts. | He was happy thére. |
- 2 Sóon | it was time for Friedrich to go to schóol. | In schóol | he sat on a hard cháir. | All day long he looked at bóoks. | The books didn't have any píctures. | Friedrich couldn't pláy. | He couldn't do things with his hánds. | He had to sit on that hard chair | and look at bóoks. | It was no fún. |

Part one

- 3 Friedrich gréw up. | He remebered his school and his gárden.

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- 4 "School should be a happy place. | It should be like a gárden," | I said Friedrich. | "Children should pláy. | They should do things with their hánds. | They should have bóoks | with pretty píctures." |
- 5 So Friedrich stárted | a school like this. | He called it a kíndergarten. | (Kindergarten is a German wórd. | It means Children's gárden. |
- 6 People léarned | about Friedrich's new schóol. | Soon there were kíndergartens | all over the world. | Friedrich Froebel made schóol | a happier place for little chídren. |

Part Two

The teacher should observe all parts of the classroom and all the students to make sure that everybody is attentive to his drill. He ought to be so loud that even the students in the rear of the class can hear him well. He should also be fluent and clear.

Activity b (Manipulation) T: "Please repeat the text after me!" Saying this, the teacher reads the passage in breath groups with careful pronunciation for the students to repeat after him in chorus. He again should look at all sections of the classroom to encourage the students to repeat loudly and enthusiastically to improve their fluency and auditory memorization, and the pronunciation of the foreign language. This drill goes on as follows:

T: The kindergarten | man.

S: The kindergarten man

T: Friedrich Froebel lived in | Germany

S: Friedrich Froebel lived in Germany

T: many years | ago.

S: many years ago.

T: His mother | died

S: His mother died

T: When he was a small | boy.

S: when he was a small boy.

T: So Friedrich played | alone

S: So Friedrich played alone

T: in a | garden.

S: in a garden.

(Thus the drill continues upto the end of the text.)

Activity c (Manipulation) T: "Please, open your books to page five, look at the reading passage and read it after me." The teacher again reads the passage exactly in the breath groups which have already been scanned and prepared for teaching of reading purposes and the students look at the written lines and repeat after the teacher while they can associate or correlate the memorized pronunciation to each related phrase or clause and improve their fluency, speed reading and pronunciation the same as follows:

T: The Kindergarten | Man

S: The Kindergarten Man

T: Friedrich Froebel lived in | Germany

S: Friedrich Froebel lived in Germany

T: many years | ago.

S: many years ago.

(The reading after the teacher continues upto the end of the passage.)

Activity d (Production) T: (Addressing an individual student,) "Please, read the first paragraph, other students please look at the books and listen to your classmate carefully!" When the student finishes the paragraph, the teacher asks another student to go on the next paragraph(s). In this way, he asks a number of the students to read the text more than twice or thrice. The reading speed of the students would gradually increase and their fluency improve

accordingly. The teacher would correct their mistakes if any.

Objective 2: New Vocabulary

Preparatory activities. The list of the new words of the lesson should be prepared in the exact order and forms that they are used in the given lesson and their primary stress ought to be written on the vowel of the stressed syllable. If a combination of two or more vowel - letters constitute the nucleus of a syllable, the stress sign should be placed on the first vowel - letter. The exact position of the stress of the words of two or more syllables can be looked up in the English to English dictionaries. The meanings of the words can be prepared by one or more ways introduced below:

- a. A simple synonym
- b. A simple antonym
- c. A simple description of the word
- d. A simple explanation of the word
- e. A simple sentence in which the word is used or contextualized
- f. A simple contrastive context in which the meaning of the word may be revealed in contrast with that of another word
- g. A situation: linguistic or paralinguistic
- h. A picture, a sketchy design, a stick figure, realia, example or any visual aid which illustrates the meaning of the word

If none of the above mentioned devices is effective, the teacher will have to appeal to the native language of the learners as the **last resort**.

Then a number of flash cards should be prepared with a new word on one side of each and the related meaning on the other side. The list of the new words with stress sign and related

meanings should be prepared on a larger card to be used by teacher. This card contains the new words in the same order that they have appeared in the book and in the same form (i.e. past, plural, comparative etc.) that they are found in the text. After this stage of preparation, the teacher is ready to teach the new vocabulary in the following ways:

Activity a (Recognition 1) T: "Please, close your books and listen to the new words of lesson 1."

| | | |
|----------|--------------|----------------|
| all óver | plant | pay |
| alóne | grów up | pay atténction |
| die | kíndergarten | prétty |
| fun | líttle | word |
| glad | love | world |
| Gérmany | mean | |

Activity b (Recognition 2) T: "Please, listen to the words and their meanings carefully." Through this drill, the students will unconsciously associate the words with their meanings and can auditorily memorize them.

| | | |
|----------------|---------|-------------------------------|
| all óver | (means) | in every part of |
| alóne | = | without anyone else |
| die | = | stop living |
| fun | = | pleasure, happiness |
| glad | = | happy |
| Gérmany | = | a country in Europe |
| plant | = | green, growing things |
| grów up | = | become older |
| kíndergarten | = | a school for little children |
| líttle | = | small, not big |
| love | = | like very much, like strongly |
| mean | = | have the sense of |
| pay | = | give money |
| pay atténction | = | listen carefully |
| prétty | = | beautiful, nice |

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word = a meaningful unit like milk,
pen etc.
world = the earth

Activity c (Recognition 3: realising meanings from contexts) T: "Please, open your books to page 1. Now you please read part one and answer its questions!" The teacher addresses individual students, asks each one to read one number of the **New Words** section and to answer the questions below it. In the meantime, the teacher mentions the meanings of underlined words in English. The other members of the class will look at their own books and will be attentive to the class.

S1: (reads No. 1) 1-This is a picture of a garden. There are many flowers, plants and trees in this garden.

T: "**plant** means a **green growing thing**"

S1: (continues) "This is a pretty garden."

T: "**pretty** means **beautiful, nice**"

S1: (continues) "What do you see in this garden?" --- "I see many flowers, plants and trees in this garden."

"How many trees do you see in this picture?"

--- "I can see many trees in this picture."

T: (Addressing another student) "Please, you read number 2."

S2: (He or she reads the second one) and the section continues in the same way upto the end. The teacher then asks another student to do the drill on page 8 and calls on other students to correct him if necessary.

Activity d (Manipulation of the words) T: "Please close your books again and repeat the words after me! " Students repeat in chorus.

T: all óver S: all over
T: alóne S: alone

| | |
|----------------------------|------------------|
| T: die | S: die |
| T: fun | S: fun |
| T: glad | S: glad |
| T: G é r m a n y | S: Germany |
| T: plant | S: plant |
| T: gr ó w up | S: grow up |
| T: k í n d e r g a r t e n | S: kindergarten |
| T: l í t t l e | S: little |
| T: love | S: love |
| T: mean | S: mean |
| T: pay | S: pay |
| T: pay a t t e n t i o n | S: pay attention |
| T: p r é t t y | S: pretty |
| T: word | S: word |
| T: world | S: world |

Through this drill, the pronunciation of the words will be memorized in the mind of the students.

Activity e (Manipulation of the meanings) T: "Please, listen to the words and their related meanings, and repeat the meanings only!"

| | | |
|-------------|-------|---------------------|
| T: all óver | means | in every part |
| S: | | in every part |
| T: alóne | = | without anyone else |
| S: | | without anyone else |

(This drill continues in the same way upto the last word.)

The students can stablish an association between each word and its meaning and store them in their long term memory, although they are not yet very much impressed in their mind. The subsequent drill will stabilize these associations in their memory more strongly and for a longer period.

Activity f (Production 1) T: "Please, listen to the meaning of the word and say the original word!" Students say the related words in chorus.

- | | |
|--|------------------|
| T: in every part of | S: all over |
| T: without anyone else | S: alone |
| T: stop living | S: die |
| T: pleasure, happiness | S: fun |
| T: happy | S: glad |
| T: a country in Europe | S: Germany |
| T: green, growing things | S: plant |
| T: become older | S: grow up |
| T: a school for little children | S: kindergarten |
| T: small, not big | S: Little |
| T: like very much, like strongly | S: love |
| T: have the sense of | S: mean |
| T: give money | S: pay |
| T: listen carefully | S: pay attention |
| T: beautiful, nice | S: pretty |
| T: a meaningful unit like milk, pen, etc. | S: word |
| T: the earth | S: world |

Activity g (Production of meanings) T: "Please, say the meanings of the words given!" Students will say the related meanings chorally.

- | | |
|-------------|------------------------|
| T: all óver | S: in every part of |
| T: alóne | S: without anyone else |
| T: die | S: stop living |
| T: fun | S: pleasure, happiness |
| T: glad | S: happy |
| T: Gérmány | S: a country in Europe |
- (And so forth.)

Written presentation or reading of words

Preparatory activity. The teacher has already written each word on a flash card and its related meaning on the back of it. He has sorted them out in the same order that they were presented orally from the list-card, in a way that the card of the last word stands over and the

card of the first word stands below all the others. For demonstration of the flash cards, the best procedure is that the teacher takes a card from the back of them and puts it in front of them as they are faced to the class. In this way the teacher can read the back of the cards and find out the word(s) which is (are) written on it without stretching his neck or moving the card towards himself to see the face of it.

Activity a (Recognition) T: "Please look at the words and their meanings on the sides of the flash cards and listen to me carefully!" The displaying of cards should be done skilfully. The students will associate the pronunciation of words they have already recorded in their mind to the visible written presentations of them.

- | | | |
|----|----------|---------------------|
| T: | all óver | in every part of |
| T: | alóne | without anyone else |
| T: | die | stop living |
| T: | fun | pleasure, happiness |
- (And so forth.)

Activity b (Manipulation) T: "Please, look at the words and their meanings on the two sides of cards and read after me!"

- | | | |
|----|----------------|---------------------|
| T: | all over | in every part of |
| S: | all over ----- | in every part of |
| T: | alone | without anyone else |
| S: | alone ---- | without anyone else |
| T: | die | stop living |
| S: | die ----- | stop living |

(All the other cards can thus be displayed and practiced.)

Activity c (Production) The teacher divides the class into two groups: group **A**, and group **B**.

T: "Group A, please read the meanings of the words on the back of the cards; and group B, please say the original related words." Then he displays the back of the flash cards one by one.

The drill proceeds in the following way.

| | | |
|-----|----------------------|--------------|
| GA: | in every part of | GB: all over |
| GA: | without anybody else | GB: alone |
| GA: | stop living | GB: die |
| GA: | pleasure, hapiness | GB: fun |

When half of the cards were shown in this way, the teacher asks group B to read the meanings and group A to say the original words.

T: "Now change your parts. Group B, read the meanings please, and group A say the related words!"

| | | |
|-----|--------------------------|------------|
| GB: | small, not big | GA: little |
| GB: | like very much, strongly | GA: love |
| GB: | have the sense of | GA: mean |
| GB: | give money | GA: pay |

(And thus the drill continues upto the last flash card.)

Activity d (Production) This time the teacher addresses the students one by one and randomly; and shows one side of a card and the student should read it and say what is written on the other side of the card.

T: "Please look at the card, if you see a word read it and say the related meaning. If you see the meaning read it and say the original word accordingly."

| | | |
|----|-----------------------|--|
| T: | a school for children | S: a school for children----kindergarden |
| T: | grow up | S: grow up----become older |
| T: | without anyone else | S: without anyone else---- alone |
| T: | pay attention | S: pay attention----listen carefully |

The teacher each time addresses a student with his front finger and says, "you!" to do the exercise in order to put the drill well under way, and to save time.

objective 3: Comprehension

Preparatory activity. First of all, depending on the length of the reading passage, the teacher divides it into two or more parts of seven to nine lines. Then prepares 5 to 8 graded comprehension questions for each part. The hierarchical order of difficulty of questions is from yes / no - questions, then or / choice - questions; what, when, where - questions to why and how - questions. These should be prepared some time before the class meets. **Comprehension** was formerly thought of as a least teachable language component, but noadays the employing of the graded comprehension questions have solved the problem of getting access directly to the content of the reading text without the intermediation of mother tongue and translation. The series of graded questions will serve one another. The first one is prerequisite for understanding the second one and so forth. These comprehension questions used for teaching reading are other than those which are printed below the passage in the book which are assigned as homework.

Activity a (Recognition of the content) T: "Please, open your books to page 5 and read the first two paragraphs silently for comprehension questions! you have two to three minutes." After the time expires, the teacher asks the class, "Are you ready?" They may say, "Yes." or if they need more time, they would say, "Not yet." In the latter case, the teacher had better give them a little more time to encourage them to excavate the concepts, and at last he

announces, "Okay, your time is over, if I ask anyone a question, please answer appropriately. That is, give short answer to yes / no - questions and complete sentences to wh-questions!"

T: (Addressing a student) "Did Friedrich Froebel live in England many years ago?"

S1: "Yes, he did. He lived in England many years ago."

T: (Addressing another student) "Is he right?"

S2: "No, he isn't" And he continues, "Froebel lived in Germany many years ago."

T: "Right. Everybody repeat after me please."

And he gives the correct answer to the class to be repeated after him and reinforce the students' learning, as follows:

T: "No, he didn't."

S: (In chorus) "No, he didn't."

T: (Addressing randomly to another student) "Did his mother die when he was a school boy or a small boy?"

S3: "She died when he was a small boy."

T: "Right. Everybody repeat after me!" And he modelizes the correct answer for the class.

T: "She died when he was a small boy."

S: (in chorus) "She died when he was a small boy."

(Other questions related to the first part, i.e. the first two paragraphs, will be handled in the same way. The other questions which can be structured on the basis of these two paragraphs will be presented below. They amount to 12 questions but 5 to 7 questions will normal suffice. Twelve questions are suggested here to show the possibility of making up ample questions to teach a profound comprehension lesson.

3 - Did people pay attention to him?

4 - Did he play with some friends?

5 - Was he unhappy when he played in the

garden?

6 - Did the books have any pictures?

7 - What did he love when he played in the garden?

8 - What did he do at school?

9 - What did he do all day long?

10 - What couldn't Friedrich do at school?

11 - What did he have to do?

12 - Why it was fun?

Activity b (Recognition of content) T: "Please, read the second part (or the remaining paragraphs) of the passage silently for comprehension questions. You will have two to three minutes." When the time is over, the teacher poses his graded questions to the individual students and reinforces the correct answers each time for the class. The teacher can also ask the true / false - questions and the multiple choice questions of the text orally, i.e. as the books are closed.

Activity c (Follow up assignments) T: "Please, read the reading piece twice or trice loudly to learn to read it fluently and concentrate on the content of it while you are reading, then answer all the comprehension questions on the passage (i.e., multiple-choice, true / false and composition type) in black and white in your exercise books to be presented and examined in the class next time.

Objective 4: Structure 1

couldn't negative of past ability

Activity a (Recognition, cognitive approach)

T: "Please, open your books to page seven and look at the blue box on it" The teacher, then reads the examples in the left side of the box, attracts

the students' attention to the verb phrases **couldn't play** and **couldn't do things** and briefly explains the purpose or the reason of the use of this verb form. [Some short illustration in mother tongue of the learners is permissible here if the teacher feels it desperate.] In this way, he makes them to understand the rule of the application of this verb before they are engaged in practicing it. This procedure is deductive so far. But it follows up with some habit - formation drill which makes it **cognitive - habit approach**. The first practical drill which is taken up in the book is a *substitution drill*.

T: "Please, close your books. Repeat the sentence after me, and change it with the given words."

T: "I couldn't speak English three years ago."

S: (*In chorus*) "I couldn't speak English three years ago."

T: "We"

S: "We couldn't speak English three years ago."

T: "He"

S: "He couldn't speak English three years ago."
(It continues in the same way upto the last cue.)

[Speaking 1]

Activity b1 (Recognition of transformation drill) T: "Listen to the example." He introduces the drill which is entitled Speaking 1. He uses his left hand to signal the basic structure of the previous knowledge, and then uses his right hand to show the transformed sentence as a new structure, as follows:

T: (Raising his left hand) "Reza can speak English this year."

T: (Raising his right hand) "Reza couldn't speak English before."

Activity b2 (Manipulation of transformation drill) "Please repeat after me!"

T: (Raising his left hand) "Reza can speak English this year."

S: (*In chorus*) "Reza can speak English this year."

T: (Raising his right hand) "Reza couldn't speak English before."

S: "Reza couldn't speak English before."

Activity b3 (Production of transformation drill)

T: "Now, I say sentences of the first type, you change them into the sentences of the second type!"

T: "Reza can speak English this year."

S: (*In chorus*) "Reza couldn't speak English before."

T: "The students can swim very well."

S: "The student couldn't swim very well."

T: "We can finish the book this year."

S: "We couldn't finish the book last year."
(And so forth.)

[Speaking 2]

Activity c1 (Recognition of transformation drill) T: "Listen to the example carefully!"

T: (Raising his left hand) "Could you speak English 3 years ago?"

T: (Raising his right hand) "No, I couldn't."

Activity c2 (Manipulation of transformation drill) T: "Now, repeat after me."

T: (Raising his left hand) "Could you speak English 3 years ago?"

S: (*In chorus*) "Could you speak English 3 years ago?"

T: (Raising his right hand) "No, he couldn't."

S: "No, he couldn't."

Activity c3 (Production of transformation drill)

T: "Now, I ask questions and you answer by using *couldn't*."

T: "Could you speak English three years ago?"

S: (*In chorus*) "No, I couldn't."

T: "Could Friedrich Froebel do things with his hands?"

S: "No, he couldn't."

T: "Could all the students answer the questions?"

S: "No, they couldn't."

(The drill continues in the same way upto the last sentence.)

[Speaking 3]

Preparatory activity. The teacher should already write the phrases appeared in parentheses on a poster with their related numbers, or he can put them on the blackboard, such as the following arrangement:

| | |
|----------------------|---------------------|
| e.g. (motor bicycle) | 3 - (write English) |
| 1 - (in the garden) | 4 - (the garden) |
| 2 - (their books) | 5 - (German) |

Activity d1 (Recognition of transformation drill) T: "Please, keep your books closed and listen to me!"

T: (Raising his left hand) "Bill could ride a bicycle last year." (*pointing to the "e.g." on the board*)

T: (Raising his right hand) "Bill couldn't ride a motor bicycle last year."

Activity d2 (Manipulation of transformation drill) T: "Now please, repeat after me."

T: (Raising his left hand) "Bill could ride a bicycle last year."

S: (*In chorus*) "Bill could ride a bicycle last year."

T: (Raising his right hand) "Bill couldn't ride a motor bicycle last year."

S: "Bill couldn't ride a motor bicycle last year."

Activity d3 (Production of transformation drill)

T: "Now, I say sentences of the first type, and you change it into the sentences of the second type by using the phrases given in parentheses

on the poster (or on the blackboard). Consider the related numbers."

T: "Bill could ride a bicycle last year."

S: (*In chorus*) "Bill couldn't ride a motor bicycle last year."

T: "1 - Friedrich could play at school."

S: "Friedrich couldn't play in the garden."

T: "2 - The children could read the alphabet."

S: "The children couldn't read their books."

(And it continues upto the last sentence in the same way.)

Objective 5: Structure 2

The use of **have to + verb** | **past necessity**

[Presentation 2]

Activity a1 T: "Please, open your books to page 9, and look at the blue box of *Presentation 2.*" The teacher reads the examples and the meaning of **had to**, then he briefly accounts for the usage of this modal verb in English. By doing this, he establishes a fundamental competence of this grammatical element and its rules in the mind of the learners. A short explanation in Farsi is also permissible if the teacher finds it necessary for the class. Then he asks the class to close their books in order to perform a double slot *substitution drill* which immediately follows up.

Activity a2 T: "Please repeat after me and change the sentence with the given phrases."

T: **"We had to do the exercise again."**

S: (*In chorus*) "We had to do the exercise again."

T: "I / clear the table"

S: "I had to clear the table again."

T: "She / close the door"

S: "She had to close the door again."

(And so forth.)

[Speaking 4]

Activity b1 (Recognition of transformation drill) T: "Please, listen to me carefully."

T: (Raising his left hand) "They must write this exercise."

T: (Raising his right hand) "They had to write this exercise."

Activity b2 (Manipulation of transformation drill) T: "Now, repeat after me, please."

T: (Raising his left hand) "They must write this exercise."

S: (*In chorus*) "They must write this exercise."

T: (Raising his right hand) "They had to write this exercise."

S: "They had to write this exercise."

Activity b3 (Production of transformation drill)

T: "Now, I say sentences like the first type, and you say sentences of the second type by using **had to** which is the past form of **must**."

T: "They must write this exercise."

S: (*In chorus*) "They had to write this exercise."

T: "He must sit on the chair."

S: "He had to sit on the chair."

(It continues in the same way to the last sentence.)

[Speaking 5]

Preparatory Activity. The teacher should already write all the phrases of this drill which are printed in parentheses on a poster along with their related numbers to save the time of the class and hung it on the blackboard. The Arrangement of the phrases is better to be as follows:

| | |
|-----------------------------|-----------------------|
| e.g. (walk to school) | 3 - (see the teacher) |
| 1 - (sit on the hard chair) | 4 - (see the doctor) |
| 2- (look at books) | 5 - (ask a policeman) |

Activity c1 (Recognition of transformation)

T: "Please listen to me carefully!"

T: (Raising his left hand) "He didn't have a bicycle."

T: (Raising his right hand) "He had to walk to school."

Activity c2 (Manipulation of transformation drill) T: "Please repeat after me."

T: (Raising his left hand) "He didn't have a bicycle."

S: (*In chorus*) "He didn't have a bicycle."

Activity c3 (Production of transformation drill)

T: "Now I say sentences of the first type, and you change them into sentences of the second type by using the phrases on the board."

T: "He didn't have any bicycle."

S: "He had to walk to school."

T: "1 - He couldn't do things with his hands."

S: "He had to sit on the hard chair."

T: "2 - Friedrich didn't have any friends."

S: "He had to look at books."

(And so forth.)

[Writing it Down]: [Writing 1]

T: "Please close your books and give appropriate answers to my questions!" The teacher, then addresses an advanced student of the class and makes a simple situation followed by a question, like this:

T: "I couldn't drive a car ten years ago. What couldn't you do in the past?"

S1: "I couldn't read or write 12 years ago."

T: "Very good, (*turning to another student*) and what about you?"

S2: "I couldn't read English books 5 years ago."

T: "Good! You're right. (*facing another student*) What about you?"

S3: "I couldn't do my homework last night."

T: "Too bad. (*addressing another student*) What about you?"

S4: "I couldn't sleep well last night."

T: "So you may **be** sleepy today. (*Pointing to another student*) And what about you?"

S5: "I couldn't get a taxi alone five years ago."

T: "All right. Everybody please write five sentences of your own saying **what you couldn't do in the past**. Write them in your exercise book for next time."

[Writing 2]

Activity e1 T: "Keep your books closed and listen to me carefully!"

T: "I Had to do some shopping yesterday evening." Then he addresses a student, preferably an advanced student, and asks the following question:

T: "What did you have to do yesterday? (or any time in the past?)"

S1: "I had to prepare my English lesson last night."

T: "Ok! (*referring to another student*) What about you?"

S2: "I had to buy twenty loaves of bread yesterday evening, and I had to wait in the line about half an hour."

T: "Ok, you are very patient. (*Facing another one*) What about you?"

S3: "We had to welcome some dinner guests last night for breaking the fast."

T: "Oh! What a righteous deed you performed in the evening of a Ramathan day!"

This drill continues in order to elicit some more sentences from the students in which the modal verb **had to** is practiced. Then the teacher gives the class the following assignment:

T: "Ok, class! Write five sentences of your own about **what you had to do** in the past in your

exercise book for next time."

Objective 6: Language Functions

Activity a1 (Recognition) T: "Listen to me carefully, please."

T: (Showing left hand directed towards the right side to signal the first speaker) "Excuse me. Are you Henry?"

T: (Showing his right hand directed towards the left to signal the second speaker) "Yes. And what's your name?"

T: (Showing left hand again) "I'm John."



Activity a2 (Manipulation) T: "Class, please repeat after me!"

T: (Showing left hand in the same way) "Excuse me. Are you Henry?"

S: (Regarding the left hand of the teacher) (*In chorus*) "Excuse me. Are you Henry?"

T: (Showing right hand) "Yes. And what is your name?"

S: (Regarding the right hand of the teacher) "Yes. And what is your name?"

T: (Showing the left hand) "I'm John."

S: (Regarding his left hand) "I'm John."

Activity a3 (Production in the form of the chain drill) The teacher goes near or beside a student to practice the dialogue with him in pair, and he reminds them to practice it with the students sitting next to them in pair as a chain drill. Then he initiates as follows. (Hands are not used any more to represent the speakers because the students themselves are partners.)
T: "Excuse me. Are you Henry?"

because the students themselves are partners.)

T: "Excuse me. Are you Henry?"

S1: "Yes. And what is your name?"

T: "I'm John."

S1: (To S2) "Excuse me. Are you Henry?"

S2: "Yes. And what is your name?"

S1: "I'm John."

S2: (To S3) "Excuse me. Are you Henry?"

S4: "Yes. And what is your name?"

S2: "I'm John."

S3: (To S4) "Excuse me. Are you Henry?"

S4: "Yes. And what is your name?"

(The chain drill continues at least for a row of the class. The students may gradually be inclined to replace their own real names for Henry and John to have a more natural conversation. The teacher, soon after, introduces and practices the second dialogue of **Language Function** section to be manipulated by some other pairs of students.

Objective 7: Pronunciation Practice

Activity a1 (Discrimination) T: "Please, keep your books closed and listen to me carefully." Then he reads the list of words containing the diphthong /ai/ to the class.

| | | | |
|----|----|------|------|
| T: | I | why | like |
| | hi | high | bike |
| | by | tie | fry |
| | my | try | cry |

Activity a2 (Manipulation) T: "Please, repeat the words after me."

| | |
|-------|-------|
| T: I | S: I |
| T: hi | S: hi |
| T: by | S: by |
| T: my | S: my |

(And so forth.)

Activity a3 (Production) T: "Now, open your books to page 11. (*addressing a student*) Please, you read the list of words."

S: "I, hi, by, my, why, high, tie, try, like, bike, fry, cry."

The teacher asks several other students to read the list and corrects them if necessary.

Conclusion

As it could be significantly realized in the performance and the achievement of the foregoing **seven objectives**, a lesson plan provides ample variations of technical activities and a wide range of flexibility and potentiality for foreign language manipulation and productive communication for the students. It prevents any type of hesitation, insecurity, unsystematic or irrelevant oral practice or lengthy and boring discussions and elaboration that in many occasions may trap the language teachers.

Rivers (1981: 485) in this ground contends, "A well-designed lesson will contain a number of different activities, with a return to certain types of exercises at intervals for further consolidation of learning. Frequent, spaced practice is more effective than great blocks of one activity for undue lengths of time."

Chastain (1988) believes in the fact that lesson-planning provides an opportunity for the teachers to re-examine their procedures, re-evaluate their teaching task, concentrate on the merits and the demerits of their techniques and constantly learn from their own teaching and improve it. Chastain (ibid: 336) claims, "Teaching should not be a static state but should progress toward the realization of the teacher's total capability. **The teacher who ceases to learn from teaching has ceased to teach.**"

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