

"QualityTime-ESL" presents...



Essential English: Lesson Plans for Teachers

This new series is for beginners or motivated learners who are starting over and want to improve their speaking skills quickly.

- Podcasts less than 8 minutes long
- Complementary oral practice for an English course
- Oral practice that can be introduced and continued with mobile devices in class or at home
- Podcasts downloadable free of charge from our site or on iTunes
- Oral exercises can be used as linguistic gymnastics
 - For warm ups
 - To master vocabulary and structures
- Scripts available:
 - One PDF file for mobile devices (students) on the web page of each lesson
 - And one zip file for teachers with the scripts and lesson plans for Podcasts 1-11 for 1€ available in the store.

Available directly on the site:

On each page one lesson (podcast) in mp3 and the script in PDF

Available in the store:

Tips for teachers (Lesson Plans) plus the scripts in both PDFs and DOC files. *The later can be customized to suit individual needs e.g. adding translations in the students' native language.*

Here is an example of the advice we give:

Essential English 11 Simple Questions 1 - Lesson Plan

- Before the students start work on this recording, you introduce four new verbs: *read, watch, try, and feel*. Use whatever techniques (pictures, mimicking or translations for instance) that work best for you.
- When you start class work remind the students about the sentences with questions they have already learned. In many ways this lesson is a repeat of what they already have been introduced to, but re-enforcement is always useful and will build confidence. Have them repeat together after you.

- First with “buy”:
 - Do you want to buy this?
 - Does he want to buy this?
 - Does she want to buy this?
 - Do they want to buy this?
- Then with “drink”:
 - Do you like to drink this?
 - Does he like to drink this?
 - Does she like to drink this?
 - Do they like to drink this?

We introduced these questions in previous lessons, but it is always good to repeat short explanations even in the students’ native-language to avoid any misunderstandings.

- Work on the interrogative form insisting on the difference between “Do you...?” and “Does he...?”. Give the pronouns and have the students answer as a group.
 - You...
 - Do you...?
 - He...
 - Does he...?
 - They...
 - Do they...?
 - She...
 - Does she...?

Make sure they say these forms properly even if you have to exaggerate a little.

- Then in pair work they practice “Do...?” and “Does...?” with the different pronouns testing each other to build confidence. As they have done in previous lessons one student will say the pronoun e.g. “I”, “you”, “he”, etc, and their partner will say, “Do I...?”, “Do you...?”, “Does he...?”, etc. You walk around the class and make sure they understand and apply the difference between “Do...?” and “Does...?”
- You remind them about verbs they know from recent lessons like *buy*, *drink*, *eat* and *listen to* and the ones they have just learned (read, watch, try, feel). You can write them on the board to make sure the students use all of them.
- You can also try to get them to ask the questions all together as a group at the beginning with “Do you **want** to...?” using all the verbs on the board. Then they put these questions to their partners.
- You go onto the question “Do you **like** to...?” and again have them ask their partners questions with all the verbs on the board.
- Next they walk around putting these questions to their classmates. The latter can answer, “Yes, I do.” Or “No, I don’t.” They can of course give longer, complete answers (“Yes, I want to” + the verb in the question”) or just a short answer as in typical conversation.
- It may be useful to remove these verbs from the board or screen one by one and see if the students can remember them. If you prefer you can leave the first letter of each word for a while as a memory aid;

- Then you ask the students to form groups of three or four and ask something about a member of the group with the sentence “Does s/he want to...?” followed by the different verbs. The other students or two students will answer, “Yes, he does.” Or “No, he doesn’t.” If there are two students speaking at the same time and contradicting each other this can be amusing.
- You ask them to repeat the exercise with the verb “like” in the question: “Does s/he like to...?”
- Have the students form larger groups (five or six) asking the same questions, "Does he/she like to...?" while pointing at a friend. The person who knows will say "Yes, he/she likes to...?" or "No, he/she doesn't like to...?" As we have said before, when students are making assumptions that are not true, this creates laughter and they will feel more relaxed.
- At the end you can invite them to ask for more personal vocabulary. Be sure to have them write down their "personal words" in a notebook.
- They can ask their partners or the whole class if they "like" or "want" to do certain things. And the class can answer "Yes, we like to...!" or "No, we don't like to...!" That can be a fun way to end the lesson.
- Recommendation: Be sure everyone works with everyone else several times. This will make them repeat the same sentences several times and they will feel more confident.

Good luck! We welcome your feedback!
Marianne Raynaud

For information about [QualityTime-ESL: The Digital Resource Book](#) by [Marianne Raynaud](#) you can read the [article](#) on www.QualityTime-ESL.com