



**TEACHING
GENERAL
ENGLISH**
ONLINE LESSON PACK

 **THE
TEFL
INSTITUTE**

A2 Lesson 1 - Making a sandwich

Assumptions

- All learners have access to a computer/ laptop
- Learners have a headset with earphones and a microphone
- Learners are reasonably computer literate

Materials

Material 1: Favourite sandwich picture

Material 2: Making a sandwich - vocabulary worksheet - nouns & verbs

Material 3: Making a sandwich - grammar worksheet

Classroom Software

Zoom/ Skype/ Google Docs

Abbreviations

T - Teacher

S - Student

Ss - Students

TL - Target language

sth - something

| | | | |
|---|--|---|--|
| Lesson aim: | 1. For learners to practise using the present continuous in the context of the description of actions happening at the time of speaking. | | |
| Lesson structure | PPP | | |
| Level: | A2 | | |
| Duration: | 90 minutes | | |
| Age of Learners: | Young Learners/ Teens | | |
| Target Language: | <ul style="list-style-type: none">• Present continuous <table><tr><td><ul style="list-style-type: none">• Nouns:<ul style="list-style-type: none">○ bench○ scissors○ lettuce○ drinking fountain○ jar○ hot water bottle</td><td><ul style="list-style-type: none">• Verbs:<ul style="list-style-type: none">○ spread○ take off○ spin○ crush• Collocations:<ul style="list-style-type: none">○ to take sth out of sth○ to make tea</td></tr></table> | <ul style="list-style-type: none">• Nouns:<ul style="list-style-type: none">○ bench○ scissors○ lettuce○ drinking fountain○ jar○ hot water bottle | <ul style="list-style-type: none">• Verbs:<ul style="list-style-type: none">○ spread○ take off○ spin○ crush• Collocations:<ul style="list-style-type: none">○ to take sth out of sth○ to make tea |
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| Group size: | 3-12 learners | | |

| Timing (mins) | Stage Name | Procedure | Stage Aim | Interaction |
|---------------|-------------------------|--|--|---------------------|
| 5 mins | Lead-in | <p>Upload Material 1.</p> <p>T shows a picture of their favourite sandwich to the class and elicits the basic ingredients. E.g. bread, butter/oil, cheese, ham, egg, tomato etc.</p> <p>T writes the vocabulary on the board as it comes up. Check for pronunciation issues and drill when necessary.</p> <p>T asks Ss “What’s in your favourite sandwich?” and elicits answers, promotes a brief discussion.</p> | To activate schemata and introduce the context of the lesson and some of the TL. | T-Ss |
| 10 mins | Pre-teaching vocabulary | <p>Upload Material 2.</p> <p>T hands out the Mr Bean vocabulary worksheets. Ss work in pairs, matching the images with the words. Class feedback. T checks pronunciation, word stress and drills all new vocab (especially scissors, lettuce and fountain).</p> | To introduce ss to some of the vocabulary. | T-Ss S-S Ss-T |

| Timing (mins) | Stage Name | Procedure | Stage Aim | Interaction |
|---------------|--------------|--|---|---------------------|
| 15 mins | Presentation | <p>T plays the Mr Bean clip from YouTube: https://www.youtube.com/watch?v=bS1ePEZZCDY</p> <p>T stops after the first and second scenes of the clip (until 0:14) and elicits the following sentences: The man is eating a sandwich. They are sitting on a bench. We are watching a video of Mr bean.</p> <p>T writes the sentences on the board. T highlights the TL using colours and underlining. The T highlights the form of the present continuous:</p> <p>S + am/is/are + V-ing</p> <p>T elicits question and negative forms and adds them to the board.</p> | For the T to introduce the TL in context. | T-Ss S-S Ss-T |
| | | <p>Back to the video: T stops the video after each action and asks: What is he doing? T elicits examples of the present continuous grammar from the video and writes the sentences on the board. Stop the clip at 2:24.</p> <p>Note: it is important that the T stops the video at the right moment to show the Ss that the TL is used when we are describing an action happening at the time of speaking.</p> <p>Answers: He is cutting the bread with the scissors. (highlight the double t and introduce the doubling of the consonant rule) He is spreading butter with his bank card. He is washing the lettuce in the fountain. He is taking off his shoe. He is taking off his sock.</p> | | T-Ss Ss-T |

| Timing (mins) | Stage Name | Procedure | Stage Aim | Interaction |
|---------------|------------|--|--|-------------------------|
| 10 mins | Practice | <p>Upload Material 3:</p> <p>T hands out Mr Bean grammar worksheet. Ss work in pairs to do sentences 1-7. Class feedback. The T writes sentences 1-4 on the board.</p> <p>During the feedback, the T checks pronunciation, word and sentence stress.</p> | To help ss to practise using the TL in a controlled manner. | T-Ss S-S Ss-T |
| 15 mins | Practice | <p>Introduction: T asks Ss: What do you think Mr Bean is going to do with his sock?</p> <p>Show the second half of material 3. Ss work individually and write down the actions they see on the screen on the Mr Bean grammar worksheet. T puts the Mr Bean clip back on from 2:24 and pauses after each action, giving the Ss time to write down their answers.</p> <p>Sentences to elicit: He is spinning the lettuce. He is taking the fish out of the jar. He is crushing the pepper (with his shoe). He is making tea in his hot water bottle. He is drinking the milk. The man is giving him his sandwich.</p> <p>Pair check, class feedback. T focuses error correction on accuracy in writing and pronunciation.</p> | For Ss to produce full sentences using the TL and continue to focus on accuracy. | T-Ss S |

| Timing (mins) | Stage Name | Procedure | Stage Aim | Interaction |
|---------------|------------|---|--|--------------|
| 30 mins | Production | <p>Mime game preparation: Ss work in pairs and write 4 sentences in the present continuous that they will have to mime in front of the class. They can use their dictionary or ask the T for help with vocabulary.</p> <p>T asks ss to mime a sentence while the rest of the class have to guess it. The class guesses by asking a question in the correct form, e.g. Are you fighting?</p> <p>A board race. T can ask the ss to run to the board and write the sentence when they've guessed it.</p> <p>T keeps count of the points.</p> | For learners to create their own sentences using the TL and for them to use the TL in context. For Ss to practise using the question form. | S-S Ss-Ss |
| 5-10 mins | Filler | <p>Window game: if possible, move the ss to the windows and get them to describe what they can see, e.g. a bird is singing, a man in crossing the street, he is wearing a hat etc. The aim is to make as many sentences as possible.</p> | For Ss to use the TL in context. To provide an extra filler activity in case the class is ahead of schedule. | Ss |