



Stages

Questions you need to ask are:

How will I break up the lesson time into stages?

What will be the purpose of each stage?

What will be my role at each stage?

How will the stages be linked?

The Five Stages in the Basic Lesson Plan

1 **Introduction** 3 - 5 minutes

Three elements usually comprise the introduction stage:

- a) Greeting.
- b) Brief revision of the previous lesson's objectives linked (if appropriate) to the lesson just commencing.
- c) Lead-in and pre-teaching of new lexis and concept classification (if appropriate).

2 **Presentation** 12 - 15 minutes

This important and complex stage – of initial language exposure and practice – requires the teacher to adopt the roles of controller and organiser.

New language (which may be structural, functional, lexical, phonological, etc.) is presented by direct method (using the target language), visuals, cassette, text, etc.

Comprehension checks of *meaning/use* are through questions and of *language/form* through student production.

3 **Controlled practice** 12 - 15 minutes

Here the teacher adopts the roles of organiser, assessor and prompter. This stage is mainly one of student production.

The new language is practised using a variety of methods which may include various pattern practice drills, choral work, pair and group work or individual practice using visual or aural cues. Learners are using familiar vocabulary and the new language. They are not expected to be creative at this stage.

4 **Further practice (consolidation)** 10 - 12 minutes

This stage is one of student production with the teacher adopting a 'gentle correction' approach and the roles of organiser, prompter and assessor.

The gap between drills (or non-communicative activities) and real communication is narrowed by offering the students choices and introducing creative elements requiring the production of the new language in new and different situations.

5 **Free stage** 10-15 minutes

Again, this is a student production stage. Here the teacher has a limited organisational role and becomes an assessor, prompter, participant and/or resource.

During the free stage the teacher sets up a role-play, game or interactive activity to see whether the students can use the new language or not. They can be as creative as they wish at this stage and effective use is more important than accuracy.