

6 sample easy-to-use lesson plans for use with low level learners (groups or individuals). Please see 'Resources' section for visuals, and 'Easy lesson planning' section for more suggestions on how to use the plans.

1/ Food

1 – 1.5 hour lesson for low level learners: individual, small or large group	
Topic	Food
1/ Words	to eat, to drink, to like, bread, meat, milk, coffee, water, vegetables, fruit, alcohol, rice, pasta, sandwich, favourite (teach with pictures or miming, get learners to repeat, review, then write)
2/ Phrases	I like, I don't like, I eat/drink, I don't eat/drink, Do you eat/drink x?, Do you like x?, Can I have/get x?, I'd like x , Would you like x? (teach with gestures / mime / facial expressions, get learners to repeat and practise, then write)
3/ Grammar (optional)	present simple I/you/we/they like & he/she likes ; negative present simple: I/you don't like x , he/she doesn't like x, ; question: do you like x? does she like x? preference: I'd like x , would you like x? (show written form, build up examples to show patterns, get learners to repeat and practise)
4/ Task	Simple menu of local food – can build this up together – practise discussing and ordering food (ask student(s) what they like, what they eat/drink, what they would like (simple version 'x, please') – then students ask each other)
5/ Extension (optional)	local food/drink, food from students' country/ies, food from teacher's country

2/ Important

1 – 1.5 hour lesson for low level learners: individuals, or small or larger groups	
Topic	Important!!
1/ Words	important, to need, toilet, ladies, gentlemen, ambulance, police, fire service, telephone, doctor, hospital, to wash, to shower, accident, problem, blanket, bandage, comb, to help (teach with pictures or miming, get learners to repeat, review, then write)
2/ Phrases	it's important, it's difficult, it's an emergency, I need x, we must go, where is the x? Please help, excuse me have you got a xx? (teach with gestures / mime / facial expressions, get learners to repeat and practise, then write)
3/ Grammar (optional)	present simple – I need x , she/he needs x , modal verbs: we/I/you/she/he must do this , pronouns: please help me, please help him/her/us/them (show written form, build up examples to show patterns, get learners to repeat and practise)
4/ Task	Imagine situations: fire! accident! – build dialogues / telephone conversation with emergency services
5/ Extension (optional)	describing what happened: past tense – I/she saw it / I/he heard it / I/we helped / I/you arrived at x time

3/ Health

1 – 1.5 hour lesson for low level learners: individuals, or small or larger groups	
Topic	Health
1/ Words	parts of the body: head, mouth, tooth, back, leg, arm, stomach, eye; headache, stomachache, backache, toothache, pain in my x, broken x to vomit, to breathe (teach with pictures or miming, get learners to repeat, review, then write)
2/ Phrases	I've got xx, What's the problem?, xx hurts, Does your head/tooth/leg hurt? (teach with gestures / mime / facial expressions, get learners to repeat and practise, then write)
3/ Grammar (optional)	I've got x, have you got (a) x? Review of present simple questions: Does your head hurt? / Where does it hurt? (show written form, build up examples to show patterns, get learners to repeat and practise)
4/ Task	Situation: at the doctor's - roleplay
5/ Extension (optional)	other body parts – label a body, other health problems eg. of family member and friends

4/ In town

1 – 1.5 hour lesson for low level learners: individuals, or small or larger groups	
Topic	In town
1/ Words	supermarket, school, college, church, mosque, shopping centre, sports centre, cinema, left, right, straight on, to turn, to cross, near, opposite, past (teach with pictures or miming, get learners to repeat, review, then write)
2/ Phrases	Where is xx?, How do I get to xx?, (teach with gestures / mime / facial expressions, get learners to repeat and practise, then write)
3/ Grammar (optional)	Imperative- turn left/right, go straight on, cross the road (show written form, build up examples to show patterns, get learners to repeat and practise)
4/ Task	Simple map of an imaginary or local town – you can build it up together with the learner(s) - take turns giving each other directions to different places
5/ Extension (optional)	More traffic features: roundabout, junction, give and ask for directions from and to real local places

5/ Clothes

1 – 1.5 hour lesson for low level learners: individuals, or small or larger groups	
Topic	Clothes
1/ Words	big, small, short, long, tight, jeans, trousers, skirt, coat, gloves, hat, shoes, boots underwear, socks, jacket, scarf, T-shirt (teach with pictures or miming, get learners to repeat, review, then write)
2/ Phrases	It's too big / small / long / tight, What size are you? For women / men / children, (teach with gestures / mime / facial expressions, get learners to repeat and practise, then write)
3/ Grammar (optional)	too + adj (too small); not + adj enough (not big enough) review of comparatives: more beautiful, bigger, nicer; not as long as (show written form, build up examples to show patterns, get learners to repeat and practise)
4/ Task	Choose some different types of people eg. 3-year old boy, 12-year old girl, tall woman, short big man (or real people) Give out several pictures of clothes and learners sort and decide which people they are for and why
5/ Extension (optional)	preferences in clothes, describe clothes in pictures and from students' and teacher's countries

6/ Problems

1 – 1.5 hour lesson for low level learners: individuals, small or larger groups	
Topic	Problems
1/ Words	to break, to repair, to mend, it's broken, it's not working, old, empty, gas bottle, to leak, tarpaulin, tent, to lock, a lock, a leak, pipe, to drip, (teach with pictures, simple diagrams or miming, get learners to repeat, review, then write)
2/ Phrases	I need xx, Can you help me? What can I do? (teach with gestures / mime / facial expressions, get learners to repeat and practise, then write)
3/ Grammar (optional)	modal verbs: can I/you/we mend it? present continuous: it's leaking, it's not working, it's dripping (show written form, build up examples to show patterns, get learners to repeat and practise)
4/ Task	Give learners pictures of broken things - they decide what the problem is, then role-play taking the item a repair shop, explaining the problem and asking for help. Do a few examples together first, then learners do role-play in pairs.
5/ Extension (optional)	ask about problems the students have had and discuss how to help / discuss problems the teacher has had