

Intended Lesson Plan - Day 1

Here's a complete two-session lesson plan series designed for CEFR A2–B1 adult learners in continuing education. The theme “Everyday Plans” connects pronunciation, fluency, and practical communication around common daily routines.

Session 1: Talking About Daily and Weekend Plans

Duration: 50 minutes

Focus: Pronunciation of /r/ and /l/; conversational fluency with informal contractions

Objectives

- Distinguish between /r/ and /l/ in initial, medial, and final positions
- Use and recognize informal contractions (“wanna,” “gonna,” “gotta,” “ya,” “yer”) in casual conversations about plans
- Build confidence in discussing daily and weekend routines

Materials

- Word and sentence list for /r/ and /l/ contrasts
- Short audio or teacher-modeled drills
- Pair-role cards: “Weekend Planner,” “Daily Routine,” “After Work Plans”

Lesson Procedure

1. Warm-up (10 min)

- Quick pair discussion: “What do you usually do on weekends?”
- Brainstorm verbs and activities (e.g., work, walk, relax, travel, clean, read). Teacher writes them on board, focusing on /r/ and /l/ words.

2. Pronunciation Focus: /r/ and /l/ (15 min)

- Explain placement: tongue tip (lightly touching alveolar ridge for /l/ vs. not touching for /r/).
- Minimal-pair drills: light–right, road–load, glass–grass, play–pray, fly–fry, walk–work.
- Sentence-level contrast drill:
 - “I work early and walk after lunch.”
 - “She likes to play relaxing music.”
- Group repetition, then peer correction in pairs.

3. Listening Mini-Practice (10 min)

- Teacher reads short sentences; students circle what they hear (“work” or “walk,” “rice” or “lice”).
- Students switch and quiz each other.

4. Grammar & Speaking: Informal Contractions (10 min)

- Introduce meanings and pronunciation:
 - “wanna” = want to
 - “gonna” = going to
 - “gotta” = have/has got to
 - “ya” = you
 - “yer” = your
- Drill natural rhythm: “I’m gonna walk later.” / “I gotta work early.”

5. Pair Speaking Activity (5 min)

- Practice short dialogues:
 - A: “What’re ya gonna do after work?”
 - B: “I’m gonna walk with my dog. How ’bout yer weekend?”
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Session 2: Making and Confirming Plans with Friends

Duration: 50 minutes

Focus: Pronunciation review + Extensive fluency with contractions in dialogues

Objectives

- Apply accurate /r/–/l/ pronunciation in connected speech
- Use informal contractions naturally in everyday planning conversations
- Conduct role-plays that include arranging plans, canceling, changing times

Materials

- Handout with mini-dialogues and situation cards
- Pronunciation pairs chart from Session 1
- Whiteboard for modeling stress and rhythm

Lesson Procedure

1. Warm-up Review (10 min)

- Pronunciation race: teacher says word; groups raise hand if they hear /l/ or /r/.
- Quick sentence read-aloud “I work late and walk early.”

2. Listening & Noticing (10 min)

- Listen to a short dialogue between friends:
“Hey, ya wanna go out later?” “Can’t, I gotta work.” “It’s yer birthday!”
- Students identify contractions and /r/, /l/ words.

3. Pronunciation Pair Drills (10 min)

- Chain practice: work–walk–world–word–wall–wool–rule–role.
- Emphasize mouth shape and smooth transitions.

4. Conversation Practice: Making Plans (15 min)

- Role-play situations (rotating pairs):
 - Planning dinner plans
 - Making weekend travel plans
 - Talking about a busy work schedule
- Students must use 5 contractions and 3 /r/–/l/ words naturally.

5. Group Role-play Showcase (5 min)

- Groups perform short skits using a mix of informal contractions and target pronunciation.

Optional Homework

- Record yourself reading “I’m gonna walk to work tomorrow. Ya wanna come?”
- Write short messages texting plans using informal contractions.