

Module 1

Lesson Planning







ÖN SÖZ

İçinde bulunduğumuz çağ; bilgi ve iletişim teknolojilerindeki hızlı gelişmelerin yanı sıra, küreselleşme süreçlerinin de getirdiği yeni dinamiklerle şekillenmektedir. Bu değişim ve dönüşüm rüzgârında yabancı dil becerileri, özellikle de İngilizce, önemli fark yaratan bir unsur hâline gelmiştir. Küresel iletişim ağlarının, uluslararası iş dünyasının ve akademik çevrelerin temel dili olarak İngilizce, bireylerin sınırları aşan bir vizyon kazanmaları için kritik bir köprü vazifesi görmektedir.

Bu bağlamda temel beceri düzeyinde İngilizce bilmek, uluslararası arenada rekabet edebilirliği ve iş birliği potansiyelini artırıcı bir faktör olarak ön plana çıkmaktadır. Dolayısıyla, gelecek nesillerimizin dil becerilerinin artırılması, onların yarının dünyasında başarıyla var olabilmeleri için vazgeçilmez bir yatırım olarak gözükmektedir.

Bu anlayışla, Millî Eğitim Bakanlığı, British Council ve Sabancı Vakfı'nın değerli iş birliği ile hayata geçirilen "Birlikte İngilizce" (English Together) projesi, bu yolda atılmış büyük ve anlamlı bir adımdır. Projenin temel amacı, İngilizce öğretmenlerimizin mesleki ve bireysel gelişimlerine katkı sağlayarak, onları güncel eğitim metotları ve uygulamaları konusunda donatmaktır.

Proje kapsamında hazırlanan "Mesleki Gelişim Kitapçıkları", İngilizce öğretiminin temel kavramlarından en güncel uygulamalarına kadar geniş bir yelpazeyi kapsayan on bir modülden oluşmaktadır. Bu modüller, öğretmenlerimizin ders planlamadan sınıf yönetimine, kapsayıcı eğitim uygulamalarından dil becerilerinin geliştirilmesine kadar birçok konuda bilgi ve beceri birikimlerini artırmaları için tasarlanmıştır.

Bu değerli çalışmanın hayata geçirilmesinde emeği geçen herkese derin şükranlarımı sunuyorum. "Birlikte İngilizce" projesinin, öğretmenlerimizin mesleki gelişimlerine önemli katkılar sağlamasını ve öğrencilerimizin İngilizce dil becerilerini en üst düzeye çıkarmalarına yardımcı olmasını temenni ediyorum.

Prof. Dr. Yusuf TEKİN

Millî Eğitim Bakanı



SUNUŞ

Dünyamız, teknolojinin ve küreselleşmenin etkisiyle hızla değişmektedir. Bu değişim, eğitim alanındaki yenilikleri de beraberinde getirmektedir. İngilizce, günümüz dünyasında küresel iletişimin, iş dünyasının ve kültürel etkileşim için yaygın olarak kullanılan dillerden birisidir. Bu nedenle, öğrencilerimizin İngilizce dil becerilerini geliştirmeleri, başarılı olmaları ve topluma katkıda bulunmaları için büyük önem taşımaktadır.

Bu doğrultuda, Bakanlığımız Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğü tarafından British Council ve Sabancı Vakfı iş birliğiyle yürütülen “Birlikte İngilizce” (English Together) projesi kapsamında, İngilizce öğretmenlerimizin sürekli mesleki gelişimlerinin desteklenmesi amacıyla “Mesleki Gelişim Kitapçıkları” hazırlanmıştır.

Bu kitapçıklar, İngilizce öğretiminin temel kavramlarını ve uygulamalarını kapsayan on bir modülden oluşmaktadır. Modüller, İngilizce öğretiminde ders planlama, sınıf yönetimi, kapsayıcı uygulamalar, kaynakların kullanımı, dil becerilerinin geliştirilmesi, ölçme ve değerlendirme, yirmi birinci yüzyıl sınıfında dil öğretimi ve öğrenimi ile program dışı etkinlikler gibi konuları içermektedir.

Kitapçıklar, İngilizce öğretmenlerimizin mesleki gelişimlerini desteklemek, onlara güncel bilgiler ve uygulamalar kazandırmak amacıyla hazırlanmıştır. Kitapçıklar, İngilizce öğretmenlerimizin kendilerini ve öğrencilerimizin İngilizce dil becerilerini daha etkili bir şekilde geliştirmelerine yardımcı olacak birer kaynaktır.

Bu vesileyle “Birlikte İngilizce” projesinin önemli ürünlerinden birisi olan “Mesleki Gelişim Kitapçıkları”nın hayata geçirilmesinde emeği geçen herkese teşekkürlerimi sunarak bu kitapçıkların tüm İngilizce öğretmenlerimize katkı sunmasını dilerim.

Cevdet VURAL

Öğretmen Yetiştirme ve Geliştirme Genel Müdürü

There are four main learning goals in this module:

- **Understanding** key terms and concepts in lesson planning
- **Putting** the plan together
- **Analysing** language for teaching and learning
- **Extending** and developing your practice

Module Overview

Author Stanely Judd highlights the importance of lesson planning in deciding the destination (the learning outcome) and in making sure a lesson runs smoothly and efficiently to reach that point. Setting off with a plan gives you clarity and the confidence that you will be able to cope with whatever happens. It shows the learners that you care and that their learning is important. This module investigates the key things to consider when planning lessons and explores the important skill of language analysis. The module encourages you to evaluate the coursebook and make small adjustments to the materials so that they are relevant, engaging and achievable for your specific learners.

Module Breakdown

In the initial **preparing** section, you'll reflect and evaluate your current practice. You'll be asked questions such as:

- What do you do now?
- What do you find challenging?
- How could you help improve learning?

The **main section** consists of four focus areas, each of which contains a series of tasks in order to increase your understanding. The **closing** section presents a summary of the module, and at the very end in the **extending** section are additional resources to develop your understanding even further.



A good plan is like a road map: it shows the final destination and usually the best way to get there.

H. Stanely Judd

In each module you will find ...

Hyperlinks: If you are using the digital version, click on these links to see other relevant information as part of your learning.

Footnotes: Here you will find answers to the questions you are asked in each task.

Green boxes: Where you should write your answers to the tasks.

Key words in this module

Adapting materials: Changing materials and how they are used in order to make them as effective as possible for particular learners.

(to) clarify (something): to make something clear and able to be understood easily.

Concept checking questions (CCQs): Short, easy-to-answer questions the teacher asks to check that learners understand the meaning of new language.

Connotation: The idea or feeling that a word creates—e.g. to be slim has a positive connotation but to be skinny is negative.

Context: The situation in which language occurs that helps you understand it—who is speaking to whom, where, when, why?

Differentiation: Providing effective learning opportunities for everyone by changing materials, tasks or the level of support to suit individual learners.

(to) elicit (something): to get learners to say something by asking questions, showing pictures, giving examples, miming, etc.

Feedback: Information that is given to learners about their performance, e.g. the right answers, error correction.

(to) infer meaning: to work out the meaning of something that you don't know or is not stated directly.

Interaction patterns: Describing who will be talking to whom at different stages in the lesson (individual work, pair work, group work, etc.).

Language analysis: Doing research to find out about the meaning and use, form and pronunciation of language you plan to teach.

Learner autonomy: Learners taking control and responsibility for their learning.

Learner engagement: The extent to which learners enjoy or participate in an activity.

Learning outcome: What you want learners to be able to do (or do better) by the end of the lesson.

(to) mingle: to move around and talk to a lot of different people.

Personalisation: Relating language or a text to your own personal experience, knowledge and opinions.

PDC: Professional Development Communities are groups of teachers who meet regularly to share their experiences and work collaboratively to improve their teaching skills.

Rationale: The reasons that explain why something is believed or done.

Stirrers and settlers: Used to describe activities that are high energy (stirrers) and ones that calm learners down (settlers).

Target language: The specific vocabulary, grammar or functions you plan to teach.

About this module

PREPARING: Thinking about your current practice knowledge and understanding

- A. Creating a metaphor for a good lesson

MAIN SECTION:

Understanding key terms and concepts in lesson planning

- B. Understanding why we plan lessons
- C. Identifying the key parts of a lesson plan
- D. Considering different approaches to lesson planning
- E. Getting started with lesson planning

Analysing language for teaching and learning

- K. Identifying common problems with clarifying meaning
- L. Exploiting context to clarify meaning
- M. Exploring different ways to show and check the meaning of new language
- N. Creating effective concept checking questions (CCQs)
- O. Analysing language in preparation for teaching

Putting the plan together

- F. Writing appropriate learning outcomes
- G. Dividing lessons into logical stages with realistic timings
- H. Including a variety of interaction patterns
- I. Describing how and when learners will get feedback on their learning
- J. Identifying the role of other components in a lesson plan

Extending and developing your practice

- P. Solving common problems
- Q. Planning for the activity cycle
- R. Adapting the coursebook
- S. Planning for differentiated learning

CLOSING: Reflecting on the key learning points

- T. Making changes in your classroom
- U. Sharing your action plan

EXTENDING: Expanding on the key learning points

- Annex 1: Templates
- Annex 2: Answer keys
- Annex 3: Links for further development
- Annex 4: Bibliography

Preparing

TASK A: Creating a metaphor for a good lesson

A1. *A metaphor is a way of describing something by comparing it to something that is different but has similar qualities. Which of the metaphors for a good lesson below do you like best? Why? What other metaphors can you think of for a good lesson?*¹



a game of chess



spending time with friends



a basketball game

A good lesson is like ...



a wedding



going to the cinema



gardening

¹ **A1.** From this activity, you probably noticed that a good lesson involves cognitive activities (thinking, processing information, storing information), social activities (interacting with the teacher/peers, cooperating, teamwork, etc.) and physical activities. It is a planned event (weddings) and has a desired outcome like taking your opponent's king in a game of chess. You plant information and watch learners grow and develop their skills (gardening). A good lesson involves hard work and effort like a basketball game or gardening. Similar to a wedding, there are predictable events (routines) that always happen. A good lesson is engaging and enjoyable like a good movie. It is supportive and helpful like good friends.

Focus Area 1: Understanding key terms and concepts in lesson planning



If you don't know where you are going, you'll end up someplace else.

Yogi Berra

TASK B: Understanding why we plan lessons

B1. On an online teacher forum for English language teachers, members were asked to comment on why they plan lessons. Read the responses below. Which of the teachers do you relate to most? Is there anything you disagree with?²



Lesson planning helps me to **feel more confident**. I know what we're aiming to do and the steps it will take to get there. I've also thought about the problems that might happen. I am better prepared to solve them quickly and effectively because I have thought about what to do. When I plan lessons, I'm organised, and we don't waste time. I've worked out the timing so that we can achieve the learning outcome.



Mehmet

When I plan lessons, I make sure there is **balance and variety**. I check there is some group work, some individual work, some pair work. I check to see there are different types of activities too, e.g. puzzles, written work, games, videos, discussion. I check that there is a mixture of activities that will energise the learners and ones that will settle them down.



Azra

Lesson planning provides **professional development**. I feel like I am always improving because I make a note on my plans of what worked and what didn't work. Next time I teach the same lesson (or a similar one), I am able to make changes and improvements.



Miraç

I plan lessons so I am clear about the **learning outcome**—what I want the learners to be able to do by the end of the lesson, e.g. write a paragraph, use *should/shouldn't* to give advice. This means I can share this information with learners, so they also know where we are going. Even though I'm an experienced teacher, I still write down the main steps in the lesson. If I can explain my thinking in a lesson plan, I am better able to explain the lesson to the learners as well.



Zehra

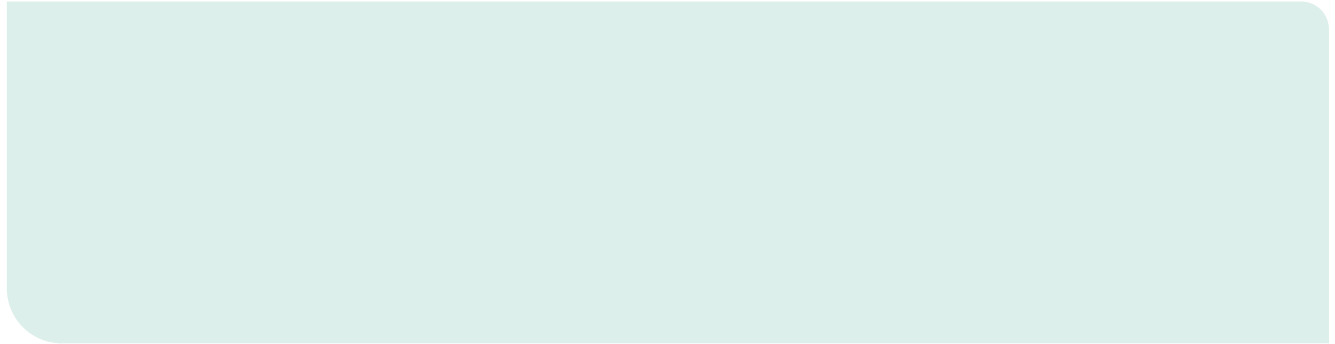
When I plan lessons, I think about **my learners and what they need**. It makes me think about the scaffolding (support) that some learners will need. Sometimes I plan differentiated activities so that the tasks are appropriate and engaging for everyone. My learners have different interests and learning needs. Lesson planning helps me to better meet their individual needs.



Emir

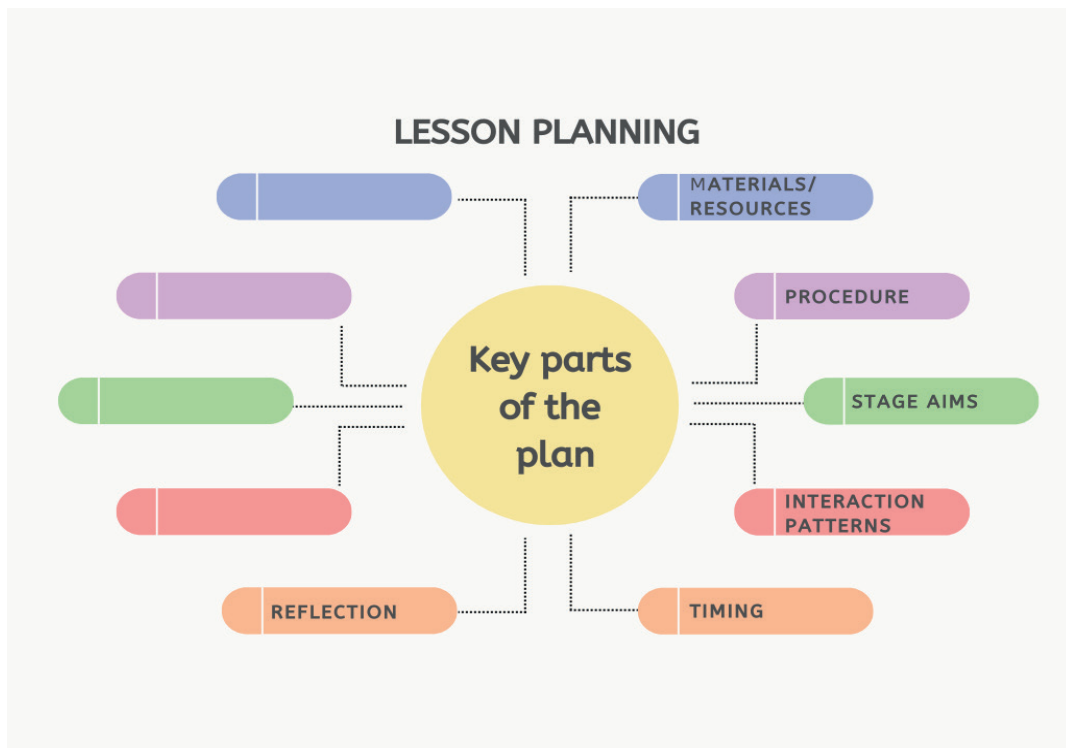
² B1. Your own answers.

B2. The teachers in B1 present some important reasons why teachers should plan their lessons. However, can you think of any arguments against lesson planning?³



TASK C: Identifying the key parts of a lesson plan

C1. Figure 1 shows some of the things teachers need to think about as they plan their lessons. What is missing? Complete the diagram with your own ideas.⁴



³ **B2. (1)** You may have concerns about lesson planning because it takes up a lot of teacher time. This can certainly be true. Fortunately, as teachers gain more experience, they are able to plan more quickly and many of the things they used to write in a detailed plan can become a mental checklist that they think about as they travel to work, go for a walk or go about their day. **(2)** You may have decided that lesson plans are unhelpful if teachers teach their plans instead of teaching the learners in front of them and what they need as the lesson unfolds. It can be helpful to think of a completed lesson plan as containing only 70% of the decisions and choices you will need to make. The remaining 30% of your planning occurs during the lesson. You make decisions and choices about how to proceed in response to the learners in front of you and how they respond to the plan. An effective teacher plans carefully but is flexible about how they use their plan. A lesson plan is a dynamic, ‘living’ document because you are dealing with human beings, not robots.

⁴ **C1. Possible answers include:** 1. learning outcomes/aims 2. feedback and assessment—how learners will get feedback on their performance 3. potential problems and solutions 4. language analysis 5. stage aims 6. differentiation—planning activities and support strategies that will enable all learners to participate and be successful 7. lesson fit—how the lesson fits between the lesson/s before and what will come after 8. skills and language focus

C2. Read the lesson plan below and match the parts of a lesson plan (i–ix) to the gaps (a–i).⁵

- | | | |
|----------------------------|---------------------------|-----------------------|
| i) Feedback and assessment | iv) Interaction | viii) Procedure |
| ii) Resources/materials | v) Learning outcome | ix) Language analysis |
| iii) Stage aims | vi) Reflection | |
| | vii) Anticipated problems | |

a. **By the end of the lesson, learners will be able to talk about and compare two animals.**

LEVEL: 4th–5th grade

SKILLS FOCUS: Speaking

LANGUAGE FOCUS: Grammar

b. **large pictures of animals | fly-swatters | whiteboard | student workbook | small pieces of paper to draw animals**

c.

EXAMPLE SENTENCES

The giraffe **is taller than** the tiger.
 The elephant **is heavier than** the monkey.
 The tiger **is faster than** the elephant.
 The elephant **is bigger than** the mouse.
 The giraffe **is more beautiful than** the hippopotamus.

MEANING AND USE

Comparative adjectives are used to compare two things with adjectives.


Concept checking questions

Which one is tall/heavy/fast (etc.)?
 How many animals are we talking about? (2)

Adjective	Comparative	Rule
Slow Short	Slow Short	One syllable—add <i>er</i>
Big Fat	Bigger Fatter	One syllable, ends in short vowel + consonant—double consonant & add <i>er</i>
Beautiful Intelligent	More beautiful More intelligent	2 or more syllables—more+ adjective
Happy Funny	Happier Funnier	2 syllables and ends in <i>'y'</i> —change <i>y</i> to <i>ier</i>

is + comparative adjective + than

PRONUNCIATION


 The giraffe is taller than the tiger.
 The tiger is faster than the elephant.

'than' and *'the'* use weak forms
 /ðən/ /ðə/

d. **ANTICIPATED SOLUTIONS**

Learners use more and er together—
 The giraffe **is more taller than the tiger.**

Drilling
 Correcting errors on the spot
 Focusing on the form on the whiteboard

Learners use er with multi-syllabic adjectives—
 The giraffe **is beautifuler than the hippo.**

Drilling
 Correcting errors on the spot
 Focusing on the form on the whiteboard

The learners avoid weak forms and produce unnatural rhythm.

Drilling
 Practising with clapping and snapping on stressed syllables

Learners take a long time to draw pictures to do the final task.

Demonstrate with simple sketches
 Set a time limit

⁵ C2. a. v b. ii c. ix d. vii e. iii f. viii g. iv h. i i. vi

There are other lesson plan formats you might like to use in **Annex 1**.

e.	f.	g.	TIMING
ENGAGE <ul style="list-style-type: none"> To get learners interested To revise any vocabulary needed for the lesson 	<ul style="list-style-type: none"> Introduce the animal topic by playing a game with 8 pictures of animals, e.g. board slap with fly-swatters. Review adjectives (fat, thin, fast, slow, tall, short, big, small, beautiful, intelligent). Learners match opposites in the workbook p. 53. 	Group vs Group Individual Whole class	10 mins
STUDY <ul style="list-style-type: none"> To introduce new language—meaning, form and pronunciation 	<ul style="list-style-type: none"> Hold up two of the animal pictures (e.g. giraffe/tiger). Ask ‘Which animal is tall?’ Then say, ‘The giraffe is taller than the tiger’. Drill the sentence. Ask a concept checking questions (CCQ)—how many animals is the sentence about? (2) Write the sentence on the board. Repeat with other pairs of animals and other adjectives. Highlight the use of more + adjective when the adjective has 2 or more syllables and the spelling with a double consonant for <i>bigger and thinner</i>. 	Whole class	10–15 mins
ACTIVATE <ul style="list-style-type: none"> To give learners the opportunity to practise and use the target language in real communication 	<ul style="list-style-type: none"> Students work in groups to make 12 small cards with an animal on each one. They turn the cards face down on the table. Students take turns to turn over two cards and make a comparative sentence for the two animals. Wrap it up by eliciting sentences learners made errors with and drilling them. Praise! 	Group work Whole class	20–25 mins
h.	Monitor learners as they do the ‘activate’ task—turning over animal cards and making sentences. Correct any errors on the spot. Take a note of errors to drill with the whole class at the end of the lesson.		
i.	Note down things that worked well and didn’t work. What would you change if you taught the lesson again?		

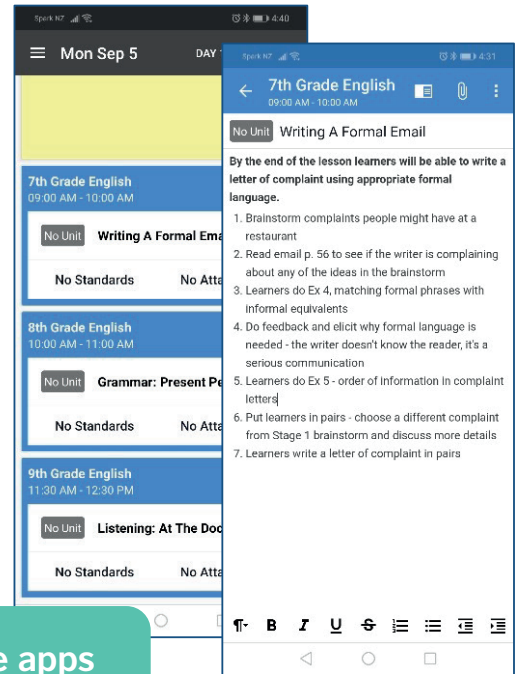
** Engage-study-activate is an approach to teaching language recommended by Jeremy Harmer (1998).

TASK D: Considering different approaches to lesson planning

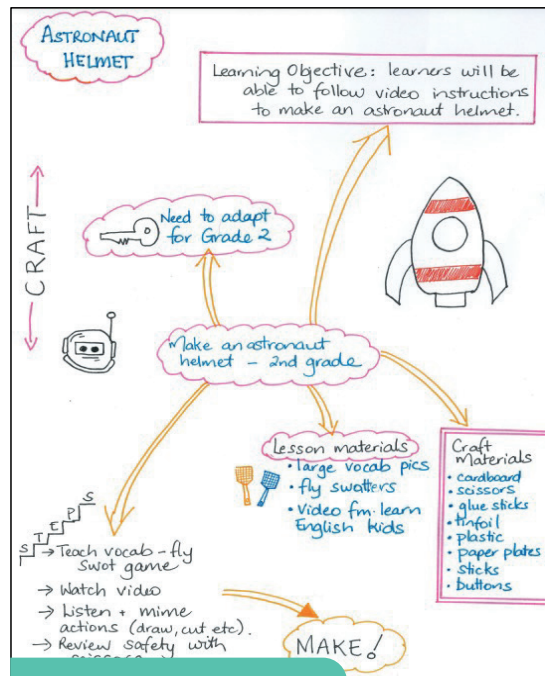
D1. Look at some examples of different types of lesson planning (a–f) below. Which one is most similar to your planning? Perhaps you use a combination of these. Perhaps you have a different way to plan.⁶



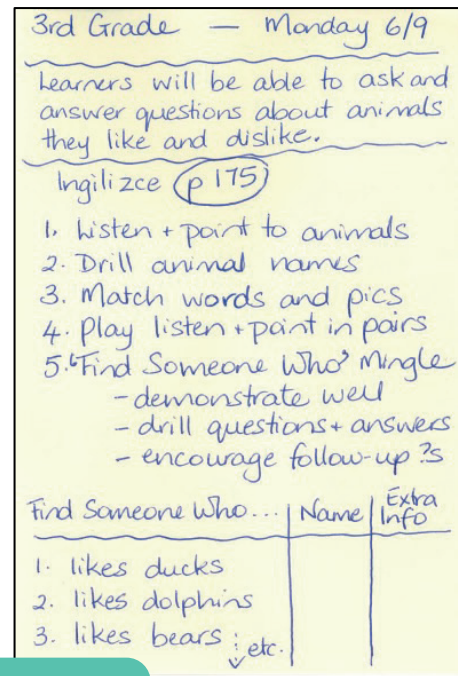
a. visualisation



b. phone apps



c. mind mapping



d. notes

⁶ D1. Your own answers.



Role plays giving advice to friends for everyday problems
Language: If I were you, I'd ...;
Have you thought about ...?
You could ...
 Learners can brainstorm potential problems on the board first.

e. thinking through the lesson

LEARNING OBJECTIVE: By the end of the lesson, learners will be able to talk about and compare two animals.			
LEVEL: 4 th -5 th grade		SKILLS FOCUS: Speaking	LANGUAGE FOCUS: Grammar
STAGE AIMS	PROCEDURE	INTERACTION	TIMING
ENGAGE <ul style="list-style-type: none"> To get learners interested To revise any vocabulary needed for the lesson 	<ul style="list-style-type: none"> Introduce the animal topic by playing a game with 8 pictures of animals, e.g. board slap with fly swatters. Review adjectives (fat, thin, fast, slow, tall, short, big, small, beautiful, intelligent). Learners match opposites in the workbook p. 53. 	Group vs Group Individual Whole class	10 mins
STUDY <ul style="list-style-type: none"> To introduce new language—meaning, form & pronunciation 	<ul style="list-style-type: none"> Hold up two of the animal pictures (e.g. giraffe/tiger). Ask 'Which animal is tall?' Then say 'The giraffe is taller than the tiger'. Drill the sentence. Ask a concept checking questions (CCQ)— 	Whole class	10-15 mins

f. writing a lesson plan

How do teachers plan?

Just as teachers all have different personalities, the way they plan lessons is also unique. You need to find a style that works for you, your lifestyle, and your learners. While a written plan is evidence that you have planned a lesson, planning is really a thinking process. The planning may be:

- imagined or written
- written in note form or in detail
- handwritten or produced by computer/phone
- written in a step-by-step sequence or drawn visually as a mind map.

How much detail should be in the planning? It depends on your experience. If you have taught the lesson (or a similar one) many times before, your planning probably won't need to be as detailed. The formal lesson plans you produce for teacher training courses or when you are to be observed at school are effective, but time consuming. You are unlikely to have enough time to plan all your lessons in this much detail, but the process of producing a detailed plan helps you to plan other similar lessons more quickly and effectively.

D2. What are the advantages of the different types of lesson planning? Tick the types of planning each advantage describes in the table below.⁷

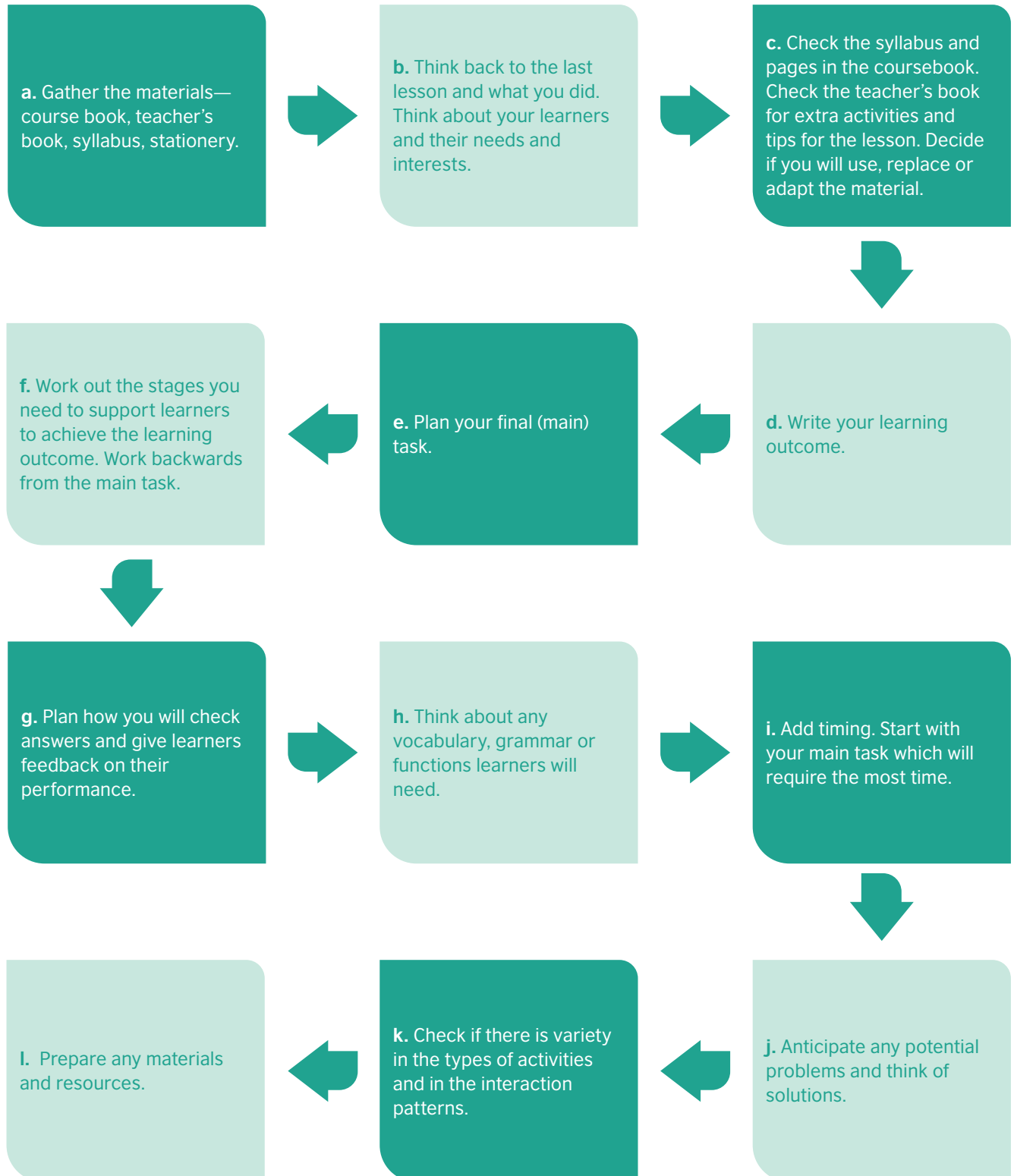
Advantages		a. visualisation	b. phone apps	c. mind maps	d. notes	e. thinking through the lesson	f. written lesson plans
1.	I can do it anywhere—going for a walk, driving home, waiting for a doctor’s appointment.	✓				✓	
2.	It gives me confidence. If I write all the details down, I can check that there is balance, variety and a logical structure. I have a plan for any problems that happen. The timing is more likely to work.						
3.	It is visually more interesting with sketches, boxes, arrows, etc., which make it easier to remember. I am more creative when I plan this way.						
4.	I have it with me all the time.						
5.	It doesn’t take long to write.						
6.	I can see myself interacting with the learners. It helps me think about their individual needs and to anticipate problems.						
7.	I am clear about the learning outcome and the steps we need to take to achieve it.						
8.	It is saved so I can easily find it again.						

⁷ **D2. Suggested answers:** 1. a, e 2. f 3. c 4. b 5. d 6. a, e 7. a, b, c, d, e, f 8. b, f

TASK E: Getting started with planning

Whether you make a few notes, write a detailed plan or think through the lesson on your commute to work, there are a number of steps you'll always want to work through.

E1. On the next page, there are 20 questions that teachers ask themselves when they are planning. Match the questions (1-20) to the lesson planning steps in the diagram below.



Questions teachers ask themselves when they are planning a lesson⁸

1. Do I want to use self- or peer assessment? (**g**)
2. What do I want learners to know, be able to do, or be able to do better by the end of the lesson?
3. Will learners get bored or lose concentration because a stage or task is too long?
4. Are there any favourite websites or activity books I want to look up?
5. Are there any words that will be difficult for learners to pronounce?
6. Is the topic something that learners are **not** familiar with?
7. Do I need to do any photocopying?
8. How can I show the meaning of new grammar or vocabulary?
9. Is the task engaging and likely to be useful for learners?
10. Is there anything we need to review from the last lesson?
11. How will I know that learners have achieved the learning outcome?
12. Do I want to give learners an answer key or a model answer?
13. Do I need to find any images?
14. Do I need to add an 'if time' task that I can use if the learners finish everything quickly?
15. Is the task at the right level of difficulty?
16. How can I connect this lesson to what we did last time?
17. Will it be difficult for the learners to understand how to do the task (the instructions)?
18. Is there a balance of pair work, group work and individual work?
19. Will any of the learners need support in order to be successful (differentiation)?
20. Do I need to change or add to anything in the course book to make the lesson engaging, relevant and successful?

⁸ E1. 1. g 2. d 3. i 4. a 5. h 6. j 7. l 8. h 9. b/e 10. b 11. g 12. g 13. l 14. i 15. b/e 16. b 17. j 18. k 19. j 20. c

Focus Area 2: Putting the plan together



An hour of planning can save you 10 hours of doing.

Dale Carnegie

TASK F: Writing appropriate learning outcomes

Learning outcomes (also called learning objectives) explain what learners will be able to do, or do better, by the end of the lesson. If you compare a lesson to a journey, the learning outcome is the destination. All the stages in your lesson should help you to reach the destination. Any activities you do should directly contribute to the learning outcome.

When you communicate the learning outcomes to learners, in language they understand, they can see how a lesson is useful to them. It encourages them to take more responsibility for their learning. They also get a sense of progress as they measure what they can do against the learning outcome.

F1. *Effective learning outcomes are often described with the acronym S.M.A.R.T. Look at the table below. Can you guess what the missing words are?*⁹

S	There is enough detail that another teacher would understand what you intend to do.
M	You can observe the learners doing something so you know whether the outcome is achieved.
A	It is possible to achieve the learning outcome. The level is right for the learners.
R	The learning outcome is useful and interesting for the learners.
T	It is possible to achieve the learning outcome in the time you have.

⁹ **F1.** **S**—specific **M**—measurable **A**—achievable **R**—relevant **T**—time effective/time bound

F2. Read the learning outcomes / learning objectives below. Put a tick next to the learning outcomes that are S.M.A.R.T. Identify the problems with the ones that are **not** S.M.A.R.T. Use the list of common problems to help you.¹⁰

- a. By the end of the lesson, you will be able to ask and answer questions about how often you do free time activities (e.g. every day/sometimes/hardly ever/never).
- b. By the end of the lesson, you will know body parts (e.g. head, shoulders, arm, knee, feet).
- c. By the end of the lesson, you'll be able to describe a picture of a room for your partner to draw using *there is/there are*.
- d. By the end of the lesson, you'll be able to read a text about diseases suffered by cows and complete a table with specific information about them.
- e. By the end of the lesson, you'll be able to identify features of formal emails and use them to write an email asking for information from a university.
- f. By the end of the lesson, you'll be able to listen to directions around town.
- g. By the end of the lesson, I'll have taught 25 words and phrases for describing the weather.
- h. By the end of the lesson, you'll be able to recognize different types of transport in a song and perform the appropriate action with them.

Common problems with learning outcomes

• It is written from the teacher's point of view instead of describing what learners will be able to do.	• The verbs are not action verbs so they cannot be demonstrated or measured, e.g. <i>to know, to understand, to learn</i> .
• It is not achievable in the time.	• It does not have enough detail. It isn't specific enough.
• The outcome cannot be measured.	• The outcome is not relevant or interesting to the learners.

¹⁰ **F2.** a. ✓ b. x How will you know if a learner 'knows' the vocabulary? The learning outcome needs an action verb that is measurable, e.g. *By the end of the lesson, you'll be able to match words and pictures of body parts (e.g. head, shoulders, arm, feet, knee)*. c. ✓ d. x The learning outcome is well written but the topic of cow diseases is unlikely to be interesting or relevant to learners. e. ✓ f. x The outcome is not specific enough so you would not be able to measure whether it was achieved. Learners need to be able to demonstrate that they have listened and understood the text, e.g. *By the end of the lesson, you'll be able to listen to directions and follow them to the correct place on a map (e.g. go straight, turn left, take the second street on the right, it's on your left)*. g. x The outcome is written as a teacher's aim rather than as a learning outcome. It is also unachievable with 25 items. h. ✓

F3. *For variety, you can share the learning outcomes with learners in different ways. In which of the ways below does the teacher tell the learners about the learning outcomes and in which ones are the learners asked to work it out?*¹¹

Different ways to share learning outcomes with learners

	Teacher	Learners
a. Write it on the board—always in the same place.		
b. Tell the class at the start of the lesson and ask them how it can help them in their lives.		
c. Put a jumbled learning outcome on the board and ask learners to work it out.		
d. Give some clues (e.g. video, pictures, key words, a story) and ask learners to predict the learning outcome.		
e. Wait until halfway through the lesson and ask learners to guess the learning outcome.		
f. Write the learning outcome on any worksheets/materials learners will use.		
g. For young learners, introduce learning outcomes with pictures that cover the main skills (📖 ✍️ 🔊 🧠).		
h. Show the learning outcome and discuss with learners how they will know if they have achieved it.		
i. Ask learners to open the book to the appropriate page for 10 seconds, then close their books and guess the learning outcome.		
j. Negotiate the learning outcome with the class using the English Together ‘Bloomstone Family’ posters available in Annex 1 .		

¹¹ **F3.** **Teacher:** a, b, f, g, h **Learners:** c, d, e, i **Teacher and learners:** j

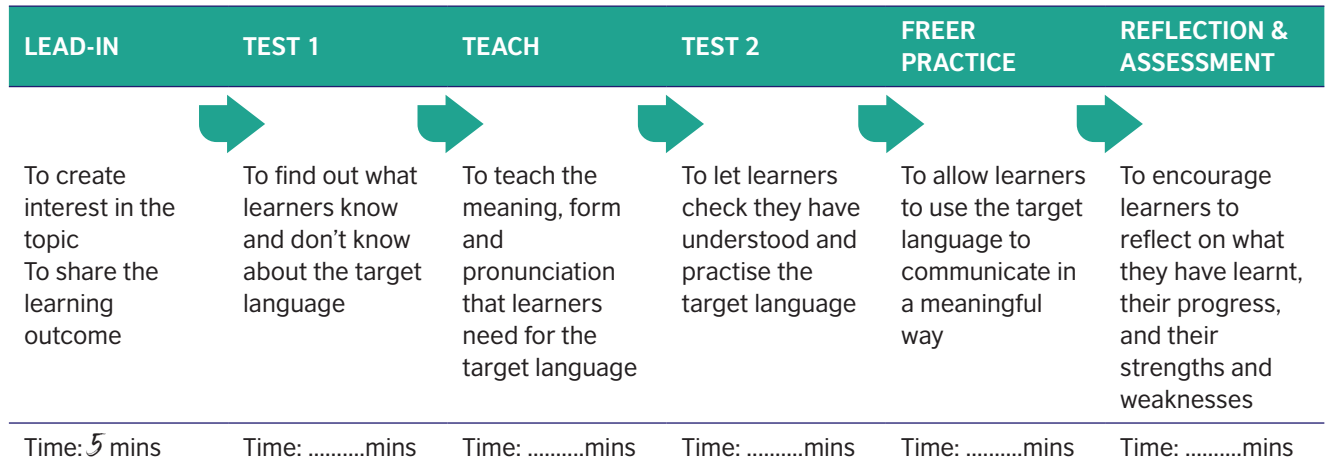
TASK G: Dividing lessons into logical stages with realistic timings

You're planning a lesson. How do you know whether you have enough time to achieve your learning outcome? How much can you cover in the lesson? How much time should you give to different activities?

One thing you can do is divide your lesson up into smaller parts (called stages). Each stage has its own aim that relates to helping learners achieve the learning outcome. When a lesson is divided into smaller parts, it is easier to estimate how long each stage will take. Stages also add variety to your lesson.

G1. The diagram below shows possible stages for a **Test-Teach-Test** lesson. Match each of the activities in the example lesson plan to the stages in the diagram. The first one has been done for you.¹²

TEST—TEACH—TEST Grammar, vocabulary or functions



Sample lesson plan

Learning outcome: By the end of the lesson, learners will be able to use adjectives to describe emotions (*happy, worried, embarrassed, stressed, relieved, etc.*)

- The teacher focuses on any meanings the learners weren't sure about e.g. the difference between worried and stressed, any difficult spelling (e.g. embarrassed), that they are all adjectives (even when they end in 'ed') and focuses on word stress for pronunciation. The teacher drills the words. **(Teach)**
- The learners match pictures and words for the target language. The teacher monitors to find out what problems they have.
- Learners work in pairs to write short dialogues that end in 'I was so _____ (adjective)'. Learners perform dialogues and the class guesses the missing adjective.
- The teacher tells a short story about their day and talks about how they are feeling. Learners discuss how they are feeling in pairs.
- Learners evaluate how confident they feel about using the words by giving a score out of 5 for meaning, spelling and pronunciation and identifying something they still need to work on.
- The learners listen to a recording where speakers describe different situations in which they felt worried, embarrassed, relieved, etc. But they don't say the emotions. Learners listen and write down the adjective(s) they describe.

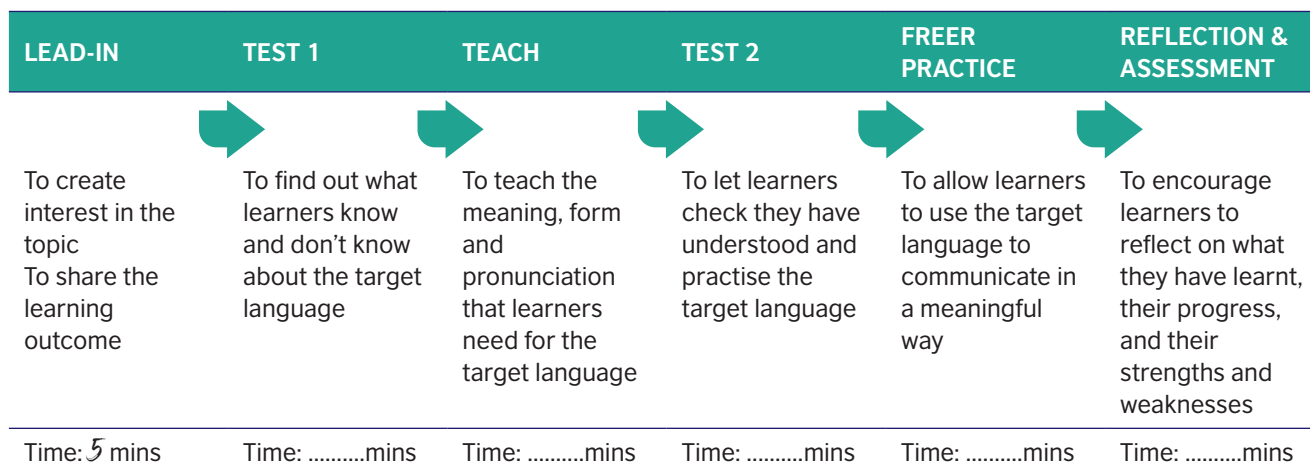
¹² G1. Test-teach-test a. Teach b. Test 1 c. Freer practice d. Lead-in e. Reflection f. Test 2

TIPS FOR MANAGING TIME

- Aim to spend a good amount of time on the main task the learners will do. Avoid spending all the time on preparation and running out of time to complete the task.
- Think about how difficult the lesson is for your learners. Is the language completely new? Is the topic familiar or unfamiliar?
- Include a 'FLEXI' stage (sometimes called 'if time' activities) that includes a task that you will do if the lesson goes quickly and you don't have enough for the learners to do. Make sure your flexi stage relates to the main aim but is not essential.
- Be flexible when you teach the lesson. There is no point in rushing on if the learners have not understood and mastered a stage that prepares them for the next activity.

G2. What approximate timings would be appropriate for each stage in the Test-Teach-Test lesson above? Look at the diagram again and write suggested times for each stage for a 60-minute lesson.¹³

TEST—TEACH—TEST Grammar, vocabulary or functions



¹³ **G2.** The timings here are suggestions only and will vary from lesson to lesson:

Test-teach-test: Lead-in (5) Test 1 (10) Teach (10–15) Test 2 (10) Freer practice (15–20) Reflection/assessment (5)

TASK H: Including a variety of interaction patterns


Interaction patterns describe who will be speaking to whom in the lesson. When you plan the interaction pattern for your lesson you will be able to:

- make learning as effective as possible
- add variety to your lesson
- manage the organisation of groups and movement around the class.


H1. The diagram below shows different interaction patterns. Match the advantages (1-12) with the interaction patterns (a–e). Some advantages will match more than one interaction pattern.¹⁴

Interaction patterns


a. teacher to whole class




b. individual




c. pair work



d. group work



e. mingle



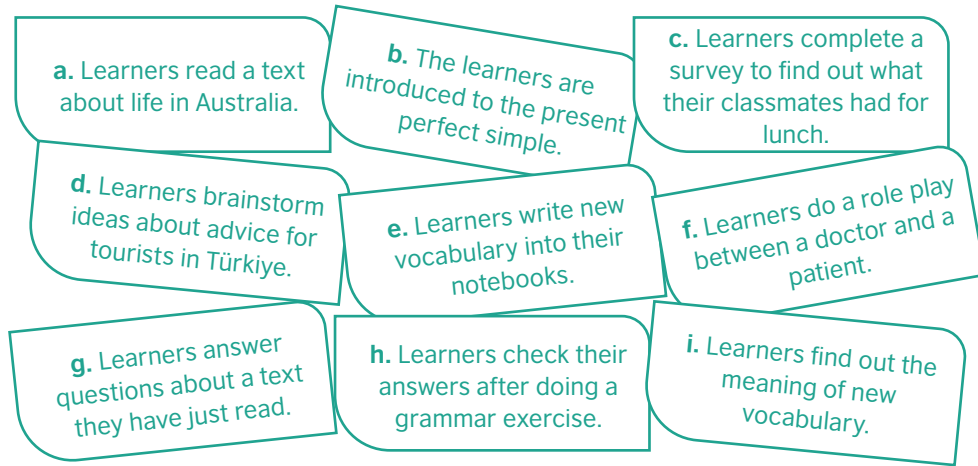
in mingle activities, learners walk around talking to a lot of different people.

Advantages of different interaction patterns

1. The teacher is able to provide and highlight appropriate language use.
2. Learners have quiet time for thinking and learning.
3. Learners have the most opportunities to practise speaking.
4. Learners are able to get up and move around.
5. Learners are able to collaborate on a task and get the ideas and support of several other learners.
6. Learners have the chance to speak to people they don't normally sit next to.
7. Learners have the support of other learners to help them complete a task.
8. Learners are able to choose who they speak to.
9. Learners can check their own understanding.
10. The learners have more responsibility for their learning.
11. Learners get to repeat a task many times.
12. The teacher has the most control over the activity.

¹⁴ H1. 1. a 2. b 3. c/e 4. e 5. d 6. e 7. c/d/e 8. e 9. b 10. b/c/d/e 11. e 12. a

H2. Look at the following activities from different lesson plans. What interaction pattern(s) would be the most appropriate?¹⁵



According to research, pair work and group work are important because they maximise the amount of time that is available for learners to practise speaking in class. However, setting up group work and pair work can take some organisation. Many classrooms, particularly when they are set up in traditional rows, can make group work and mingles difficult.

H3. Every learning space is different. Consider the following questions to help you manage pair work and group work in the classroom(s) you use.¹⁶

Questions to consider when planning pair work and group work

- Can learners turn to the person behind them to do pair work?
- Is the room set up in groups? If not, can you change the arrangement of furniture?
- Can the learners turn around to form groups with the learners behind them?
- Is there a space at the front/back of the room where learners can stand up and mingle? If not, is there a space outside the classroom or in the aisle that you can use?
- Will you let the learners choose their partners/groups or will you do it? Why?
- What techniques can you use to select pairs and groups randomly?

¹⁵ **H2.** a. individual b. teacher to whole class c. mingle d. group work e. individual f. pair work g. individual h. pair work, then teacher to whole class i. This activity is often teacher to whole class but it could be individual looking up dictionaries or a pair work/group work task matching pictures and words — teachers can choose the interaction that gives their lesson variety.

¹⁶ **H3.** Your own answers f. See **Annex 2** for more ideas for grouping learners randomly.

TASK I: Describing how and when learners will get feedback on their learning

Every time you plan an activity for learners to do, it's a good idea to think about how you will round off the activity, respond to what has been done, and give feedback. Feedback can involve checking if answers are right or wrong, responding to the content of what learners have written or spoken about, or providing information about good language use and doing error correction. You need to decide whether error correction will be done 'on the spot' (immediately) or after the activity is finished and this will depend on whether the aim is to develop accuracy or fluency.

11. The table below shows the steps a teacher can take to give feedback after learners have finished a task. Part A shows the steps for accuracy-focused activities and Part B shows the steps for freer activities. Put the steps in order for managing feedback.¹⁷

A. Accuracy-focused feedback

For activities that have only one possible answer and can be right or wrong

- | | |
|---|--|
| | a. Let learners ask questions. |
| 1 | b. Stop the class and ask learners to check answers with a partner (pair checking). |
| | c. Monitor to observe the learners working so you know which parts they find difficult that you need to cover in feedback. |
| | d. Praise the class and close the task. |
| | e. Check answers with the class and clarify any difficult answers. |

B. Content-focused feedback

For freer communicative activities where learners' answers are all different

- | | |
|---|---|
| | a. Praise the class and close the task. |
| | b. Ask some learners to share what they were speaking/writing about with the whole class. |
| | c. Ask learners to prepare to report back on the task they were doing. What did they decide/plan/buy? <i>What advice did they receive?</i> They could share writing in groups and choose <i>the most interesting, the funniest, the most well written, etc.</i> |
| 1 | d. Monitor and make notes of good examples of language and any errors to cover in feedback. |
| | e. Write examples of good language use and errors you heard on the board. Ask learners to correct them in pairs. |
| | f. Let the learners ask questions. |
| | g. Stop the task and praise the learners. |

¹⁷ 11. Accuracy-focused feedback b, c, e, a, d Content-focused feedback d, g, c, b, e, f, a

13. Teachers were asked to write down any questions they had about providing feedback in the lesson at a PDC meeting. There were some common concerns. How would you respond to these questions?¹⁹

a. 'When I check answers, the learners seem to get bored and don't pay attention. I'm wondering if there are different ways, I can do feedback. I usually ask the learners (e.g. Emre, Number 1?) and write the answers on the board.'



b. 'I've never understood why we should get learners to check their answers with a partner. It feels like cheating to me and doesn't show the learners how well they are doing.'



c. 'Do I always need to do error correction after a content-focused task (speaking/writing)? Sometimes it doesn't feel right.'



¹⁹ 13. a. See **Annex 2** for ideas for different ways to check answers.

b. Pair checking would not be appropriate if you were doing assessment with the learners but if your aim is learning, pair checking allows learners to explore answers with a peer and talk about anything they are unsure about. It encourages them to go back to the text/material and look for evidence to support their answers. Learners can 'teach' each other and come to a deeper understanding. Pair checking allows learners to be more confident that they have the right answer if you call on them when checking answers.

c. True—it is not always appropriate to do error correction. Sometimes you just want to focus on what the learners have to say and that they have communicated successfully. You can keep any errors you noticed to make an error correction game at another time.

TASK J: Identifying the role of other components in a lesson plan

J1. Look at the examples of other parts of lesson planning below. They show important things to consider when you are planning, whether you write them down or think about them as a mental check. Match the titles (a–f) to the examples (i–vii).²⁰

- | | |
|----------------------------|---------------------------|
| a. Language analysis | d. Problems and solutions |
| b. Learner profile | e. Reflection |
| c. Materials and resources | f. Timetable fit |

Learning outcome

By the end of the lesson, learners will be able to offer advice to their friends using the phrases (*If I were you, I'd ...; Have you thought about ...? I think you should ...*).

GIVING ADVICE

If I were you, I'd go to the doctor.

I think you should go to doctor.

Have you thought about going to doctor?

MEANING/USE:

Giving advice. '*I think you should...*' is used for stronger advice.

FORM:

If I were you, I'd + **bare infinitive**

I think you should + **bare infinitive**

Have you thought about + **verb+ing**

Overall a successful lesson. The only problem was the brainstorming advice for different problems. It took a long time and was teacher-centred. Next time—put learners into small groups with 2 problems to brainstorm advice for. Learners can write ideas on the whiteboard when they finish.

- Recording 1.5 and stereo
- Cut up sentences
- Cards with problems

The class wants to improve their speaking but they lack confidence. They understand grammar well but need practice with using it.

Learners are keen on sports particularly basketball and football.

Learners enjoy competitive games and movement. They don't like sitting in their seats for the whole lesson.

Learners have just finished a unit on health. The next lesson will be reading and writing problem and solutions for a magazine (Agony Aunts).

Learners produce—*Have you thought about go to the doctor.*

Learners do not pronounce the contraction of would—*I'd*.

Learners don't have any advice to give. They don't know what to say.

The learners don't sound sympathetic as they give advice.

The learners lack confidence with speaking.

Highlight the '*ing*' form on the board and give several examples.

Elicit what '*d*' is short for. Drilling with several sentences.

Brainstorm 3 pieces of advice for each problem before speaking.

Drilling. Work on stress and intonation.

Do lots of drilling. Repeat the task lots of times with different partners.

¹⁷ J1. a. i b. iii c. ii d. vi, vii e. v f. iv

J2. *Read some of the reasons why teachers include these components in their planning. Which component (a–f) above do they match?²¹*

It helps me to:

1. remain calm when things go wrong.
2. explain grammar.
3. remember everything I need for the lesson.
4. improve what I am doing for future lessons.
5. draw connections between lessons for the learners and help them see their progress.
6. plan lessons that meet the needs and interests of the learners.
7. solve problems at the planning stage so they never happen.
8. clarify the meaning of new vocabulary confidently.
9. develop as a teacher by identifying what has and hasn't worked.
10. plan for the extra support that some learners will need to be successful.

²¹ **J2. 1.** problems and solutions **2.** language analysis **3.** materials and resources **4.** reflection **5.** timetable fit **6.** learner profile **7.** problems and solutions **8.** language analysis **9.** reflection **10.** learner profile/problems and solutions

Focus Area 3: Analysing language for teaching and learning



Even after many years teaching, the night before a lesson I still find myself checking my grammar books, books on usage, a dictionary or two—and then making a few notes.

Jim Scrivener (2005, p. 206)

TASK K: Identifying common problems with clarifying meaning

K1. In the following situations, beginning teachers are presenting new vocabulary and grammar but they do not clarify the meaning effectively. What is the problem in each example? How could they improve?²²

a. APPREHENSIVE
'Apprehension. Who can tell me what it means?'

b. WAKE UP
'So, I want to tell you what this means. It's usually a morning occurrence and it refers to that time when you cease sleeping and you are awake and fully conscious.'

c. APPREHENSIVE
'So, now you know what apprehension means. Does anyone have any questions?'

d. ADVANTAGE
'The next word is *advantage*. Everybody, repeat after me *advantage*.'
'Teacher, what means *advantage*?'
'Everyone, repeat after me, *advantage*.'

e. 'Teacher, which one is correct? *He's gone to Izmir* OR *He's been to Izmir*.'
'Yes, they are both correct. You can use gone or been.'

f. (The class is learning about jobs)
'Teacher, I want to be a photographer when I leave school.' (stress on syllable 3)
'Very good. Why do you want to be a photographer?'

²² **K1. a.** It is difficult, even for a teacher, to give an accurate definition in a second language so it is unfair to expect learners to do the hard work; the teacher needs a context that helps to make the meaning clear. **b.** The explanation is too complex; there are better ways to make the meaning clear (video, images, mime). **c.** It is unlikely that learners will admit they don't understand in front of the whole class; this is not an effective way to check if learners understand; concept checking questions are better, e.g. *Is apprehensive a positive or a negative feeling? (negative) Are they worried? (Yes) Are they worried about something now or in the future? (the future)*. **d.** The teacher has failed to teach the meaning of the word; there is no point in learners being able to say the word if they don't know how to use it. **e.** The teacher has given the learner(s) wrong information; they now think that been and gone are interchangeable when they actually have different meanings in this context. **f.** The teacher has missed an opportunity to correct a pronunciation error, possibly because they have not researched the pronunciation (word stress). The rest of this part will focus on how analyzing language before teaching helps you to present new language clearly, answer learners' questions, and correct errors.

TASK L: Exploiting context to show meaning

What is context and why is it important?

Context refers to the situation in which language is used—the place, the people, the purpose and the topic. Context is important because it helps learners to work out the meaning of new language and see how it is used naturally.

- L1. The text below—*The holiday*— shows how context can help you understand the meaning of new vocabulary or grammar. Can you guess the meaning of 'urwhenua' (a word from New Zealand Maori)?²³

The holiday

Karan was going on holiday the next day. He started to get ready. First, he got out his *urwhenua* and put it on the table.

Uruwhenua probably means:

- a) suitcase
- b) passport
- c) umbrella
- d) toilet bag

Do you know what *urwhenua* means yet? Are some things more likely than others? If so, why?

Karan must remember that. He wouldn't be able to fly to Bulgaria if he forgot it so he made sure he sat the *urwhenua* beside his wallet and keys ready for the next day.

Uruwhenua probably means:

- a) suitcase
- b) passport
- c) umbrella
- d) toilet bag

Do you know what *urwhenua* means now? What helped you to decide?

²³ L1. *Uruwhenua* means passport here. Reading the first paragraph only, you probably couldn't be sure of the meaning. However, since the story is about a holiday, you might predict that he would start packing with either his suitcase or passport. In the second paragraph, we learn that he can't fly to another country without his '*urwhenua*' or passport.

L2. Look at the examples of context used to present new language. Match the technique (a–f) to each context (i–vi) below. What language is each example introducing?²⁴

- | | |
|---|-----------------|
| a. Text-based presentations (listening/reading) | d. Stories |
| b. Personal teacher stories | e. Pictures |
| c. Project work and arts and crafts | f. Action songs |



The teacher uses a large image of a zoo to teach wild animals. On a blank poster, the class creates more pens for the zoo. The children draw pictures of wild animals to live in the new part of the zoo.

7 Look at the two pictures to find the differences. Then compare them using these verbs.

take play sit hold eat look drink clap fly stand dance smile



e.g. In picture A, the boy with the green shirt is clapping his hands in picture B he is playing the maracas.

Figure 6: Sample task from *Teenwise 9 Student Book* (Bulut et al., 2021, p. 63)



The teacher reads a story to the class, showing pictures, using different voices and asking questions to check the meaning of any new or confusing language.



Learners sing and perform actions to 'Head, shoulders, knees and toes.'



The teacher brings a photo of themselves as a child. They talk about things they did, felt and believed as a child but don't anymore using sketches and actions to help show meanings.

'I used to suck my thumb, especially when I went to bed. But no one knew I did except my mother. I used to be afraid of the dark so I didn't like the light being turned off.'

I used to play with dolls and make tree houses and I used to make my brothers play schools. I was always the teacher.

I didn't use to like vegetables but my parents made me eat them. I guess I was lucky about that. I loved ice cream!

²⁴ L2. a. vi ('I wish ...' for past regrets) b. v (used to) c. i (wild animals) d. iii (we don't know the target language) e. ii (present continuous for actions happening in the present time) f. iv (body parts)

Read the letter and find out which of the following the writer is sharing in her letter.

WISHES

PLANS

ARRANGEMENTS

Dear Susan,

It's only two weeks since I moved to this city but I need some more time to get adapted. I don't have a close friend, yet. I wish you were here. I'm afraid I need to make changes in my lifestyle. I should learn to be patient with things and people. The worst things are traffic and weather here. It's terrible when I get stuck in traffic in rush hours. At those times, I say, I wish I could fly. It's often rainy here. If only it didn't rain this often. It's better than lack of rain, though. I do not go out in the evening. I do housework, read books and watch the news or movies. Unfortunately, sad items of news are more than good ones these days. There is a lot of violence all around the world. Like anyone who has common sense, I wish all wars came to an end. I'm optimistic, though. Things will get better. As the saying by Leo Tolstoy goes, "The two most powerful warriors are patience and time", I have to show endurance.

I must be part of this city and a new lifestyle for a better career. I wish hard times passed quickly and I lived together with my beloved ones in my hometown again.

I'll write again soon. I feel lucky to have you as my best friend.

Hugs,
Mary.



4 C

Below is a grid with problematic situations or difficulties for the writer and her wishes. Read the text and fill in it.

Problematic Situations or Difficulties	Wishes
Not having a close friend	Having her close friend with her

Let's
Explore

Study the sentences below from the text and circle the correct options to complete the sentences about the rules for 'wish clauses'.

- I wish you were here.
 - I wish I could fly.
 - I wish all wars came to an end.
1. These sentences are used to express a situation or thing...
 - a. to be the same.
 - b. to be different.
 2. 'Wish+past simple' is used to express wishes about...
 - a. the present and future.
 - b. the past.

Figure 7: Sample context from Count Me In 10 Student Book (Cimen et al., 2019, p. 113–114)

TASK M: Exploring different ways to show and check the meaning of new language

Once you have a clear context for your language, you need to check the learners have understood the correct meaning. Have they matched the English words or grammar to the correct concepts?

Why check meaning?

- We cannot assume that all learners have understood new language the first time they meet it.
- Giving learners a second (and third) chance to ‘meet’ the language will help them to develop a deeper understanding of the meaning and transfer it to long term memory.
- Some concepts do not translate directly from the first language to English.
- Words can have multiple meanings, e.g. *a row* (an argument), *a row* (a line of people), *to row* (to move a boat with an oar).
- Learners may not fully understand abstract concepts or grammar (things that can’t be shown in pictures) from the context.

When should you check meaning?

- After you have presented new language in a context.
- Any time after learners have studied the language and they make mistakes.

M1. Match some of the different ways you can show and check the meaning of new language (a–l) to the examples (i–xii) below.²⁵

- | | |
|--|---|
| a. Images—photos, pictures, drawings, videos | g. Comparative grammar (comparing different tenses) |
| b. Gestures and mime | h. Clines |
| c. Real objects | i. Synonyms and antonyms |
| d. Definitions | j. Elicit examples from the class |
| e. Translation | k. Concept checking questions (CCQs) |
| f. Multiple choice questions | l. Timelines |

i

Past perfect

Which sentence describes this picture?



- When Karan arrived home, a burglar **had stolen** the jewellery.
- When Karan arrived home, a burglar **stole** the jewellery.

ii

A suspect (n)

- A person who the police think may have committed the crime but they are not 100% sure.
- Evidence that shows you were in a different place when a crime was committed.
- Someone who saw a crime happen and can identify the criminal.

²⁵ M1. a. v b. vii c. iii d. xi e. iv f. ii g. i h. x i. xii j. vi k. ix l. viii

iii Jewellery (n)
The teacher brings a watch, a necklace, a bracelet and a ring to the class.

iv A witness (n)
tanik

v A robber (n) | Handcuffs



vi Crime (n)
Teacher: Tell me some more examples.
Student 1: theft
Student 2: murder
Student 3: burglary
Student 4: kidnapping

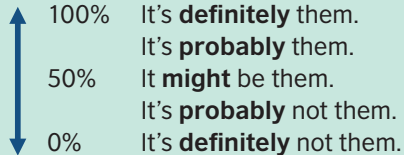
vii To be arrested (v)
The teacher acts out reading someone their rights and putting handcuffs on them.

viii Past perfect
When Karan arrived home, a burglar had stolen the jewellery.



ix Past perfect
Last night when Karan **arrived** home, a burglar **had stolen** the jewellery.
Did Karan see the burglar? (no)
How many actions were there? (two)
Were both actions in the past? (yes)
Which action happened first? (had stolen)

x Language of speculation
Identifying the suspect



xi An alibi (n)
Evidence that shows someone was at a different place when a crime was committed so they could not have committed the crime.

xii Dangerous (adj) | illegal (adj)
Identifying the suspect

- **What's the opposite of 'safe'?**
- **What's a word that means 'against the law'?**

M2. Which techniques do you use the most? Which ones don't you use very often? Why not?²⁶

²⁶ M2. Your own answers.

M3. Which techniques are most helpful to check the meaning of the target language in the table below? Make sure you show the meaning of the underlined text. Choose two techniques that are appropriate for each example. The first one is done for you.²⁷

Target language	Choose the TWO best ways to show the meaning in each example
1. He's an <u>infamous</u> criminal.	a. A definition ✓ b. A cline c. Concept checking questions ✓ d. A drawing
2. <u>Watch</u> compared to <u>clock</u>	a. A timeline b. Real objects c. Pictures d. Multiple choice
3. <u>Grab</u> compared to <u>take</u>	a. Pictures b. Gestures and mime c. Concept checking questions d. Give a synonym
4. He's got a <u>moustache</u> .	a. A real object (or costume) b. A definition c. A picture/drawing d. Multiple choice
5. He's <u>been</u> a criminal for 20 years .	a. Comparative grammar (compared to: He was a criminal for 20 years.) b. Concept checking questions c. A picture d. Real objects
6. The police caught them <u>red-handed</u> .	a. Picture and concept checking questions b. Timeline c. Definition d. Give an antonym
7. You <u>should have studied</u> harder.	a. Gestures and mime b. A definition c. Concept checking questions d. Translation
8. I'm <u>going to visit</u> my grandmother tomorrow.	a. Multiple choice b. Give an antonym c. Concept checking questions and timeline d. Comparative grammar (compared to: I'll go to visit my aunt tomorrow.)

²⁷ M3. 1. a/c 2. b/c 3. b/c 4. a/c 5. a/b 6. a/c 7. c/d 8. c/d

TASK N: Creating effective concept checking questions (CCQs)

How to create concept checking questions (CCQs)

CCQs are created by breaking down the meaning of the target language into sentences and then converting them to a question that checks the meaning. Here is an example.

Marker sentence (which is taken from the context you established—See Task L2)

A robber is pictured sitting in prison talking about his past life.

I used to drive a Ferrari.

Meaning

- | | |
|-------------------------------|---|
| 1. It happened in the past. | CCQ: Did he drive a Ferrari in the past or does he do it now?
(<i>the past</i>) |
| 2. It happened many times. | CCQ: Did he drive the Ferrari once or many times?
(<i>many times</i>) |
| 3. It doesn't happen anymore. | CCQ: Does he still drive a Ferrari? (<i>no</i>) |

N1. Read the CCQs below. Some of them are effective and others are not helpful? Tick the effective CCQs and put a cross next to the unhelpful ones. Use the tips below to help you identify the problems.²⁸

- To check the meaning of **suspect** (n). He was **a suspect** in a murder trial.
 - Did he murder someone? (maybe)
 - Is it possible he murdered someone? (yes)
 - Does he look like a criminal? (we don't know)
- To check the meaning of **to break in** (v). The robber **broke in** to Karan's house.
 - Did the robber go inside Karan's house? (yes)
 - Did the robber steal something? (yes)
 - Was Karan out? (yes)
- To check '**have to**' for obligation. He **had to go** to prison.
 - Did he choose to go to prison? (no)
 - Who put him in prison? (the judge/court/law)
 - Could he choose or did he have to go to prison?
- To check '**should have**' to give advice about a past event. Karan **should've had** an alarm.
 - Did Karan have an alarm? (no)
 - Was Karan planning to get an alarm? (we don't know)
 - Was it a good idea for Karan to have an alarm? (yes)
 - Why? (A burglar stole his money/jewellery)
 - Do I think he was a little stupid? (yes)

²⁸ N1. See the suggested answers in Annex 2.

Tips for writing concept checking questions

- Keep your CCQs short and simple.
- Grade your language. Do not use language that is too complicated or more difficult than the target language.
- Avoid using the target language in your CCQs.
- Use one CCQ for each part of the meaning. Cover all of the meaning.
- Make sure your CCQs are relevant to the essential meaning of your target language.
- Order the CCQs logically.
- Make sure the answers are short and simple—yes/no, short answer or binary questions (Is it X or Y?) are best.
- Make sure the answers are varied, *e.g. they should not all be answered with 'yes' because the learners will stop listening and just answer 'yes' to anything you ask.*

N2. Your turn. Write CCQs and the answers you expect for the target language below.²⁹

Target language	Meaning	CCQs and expected answers
<p>To be kidnapped</p> <p>A boy was kidnapped. <i>The kidnappers asked for a ransom of £10 million.</i></p>	<ul style="list-style-type: none"> • To steal a person by force. • To ask people to pay money to get the person back. 	
<p>A burglar</p> <p><i>The burglar broke the window to get into the house and steal some jewellery.</i></p>	<ul style="list-style-type: none"> • To enter a building illegally. • To steal things. 	
<p>Don't have to for lack of obligation</p> <p><i>You don't have to hire a lawyer to go to court but it's a good idea.</i></p>	<ul style="list-style-type: none"> • To talk about something that is not necessary. • You have a choice and can choose whether you do it or not. 	
<p>Present perfect simple—indefinite past result</p> <p><i>'Oh no, the robbers have stolen the TV!'</i></p>	<ul style="list-style-type: none"> • To talk about the present result of an action that happened in the past. • We do not know when the action happened. 	

²⁹ **N2.** See the suggested answers in **Annex 2.**

TASK 0: Analysing language in preparation for teaching

Before you teach language, especially for the first time, you need to think carefully about what it means, when it is used, how it is formed and how it is pronounced naturally. You also want to predict the types of problems learners will have with the language.

To help you, you need:

- a good English grammar reference book (see **Annex 4** for suggestions).
- a learner's dictionary (in a learner's dictionary, the language will already be simplified).
- the coursebook and teacher's book.

01. The questions below will help you to analyse language before you teach it. Match the headings (a–d) to each section of the table (i–iv).³⁰

- | | |
|------------------------|-----------------------|
| a. How do you form it? | c. How do you say it? |
| b. How do you use it? | d. What does it mean? |

Checklist for language analysis

i

Vocabulary

- What does it mean?
- Does it have a direct translation in my language?
- Is it similar to other words I know?

Grammar

- In what situations do we use this structure?
- Is it used for finished or unfinished actions?
- What time period is it talking about?
- Does it have a function (*e.g. to invite, to apologise, to make a suggestion*)?

ii

Vocabulary

- How do you spell it?
- Is there anything unusual about the spelling?
- What part of speech is it (noun, verb, etc.)?
- Does it usually go with other specific words?—*e.g. we say to commit a crime, not to do a crime.*

Grammar

- Are the verbs regular or irregular?
- How do you make the negative and question forms?
- Will learners miss out or confuse auxiliary verbs?
- Does this structure exist in my language?

iii

- Does it have any positive or negative connotations?
- How formal is it?
- Is it formal language?
- In what social situations would you use it?
- Are there times when you shouldn't use it?
- Is it used more in speaking, writing, or both?

iv

- How many syllables are there?
- Which syllables are stressed?
- Are there any contractions—*e.g. we're, should've*—or other weak forms?
- Are any words joined together when saying the sentence?
- Are there any silent letters?
- Do the sounds and spelling match?
- Are there any difficult sounds?
- Is intonation important, *e.g. to sound polite or to make a question*?

³⁰ 01. i. d ii. c iii. b iv. a

02. Look at the example of language analysis for past simple passive below. Parts of the analysis are missing and are shown in the table below. Tick to show whether each part (a–i) refers to the meaning (M), form (F), pronunciation (P) or use (U) of the target language.³¹

The boy was kidnapped.

Meaning

Past simple passive

- Someone stole the boy.



- _____
- _____
- _____

Form

Past simple passive		
The boy	was	kidnapped.
Subject		

Pronunciation

The boy was kidnapped.



- boy and the first syllable of kidnapped are stressed.

- _____
- _____

Use

- Common in news stories about crime where the person who committed the crime is not known or important.

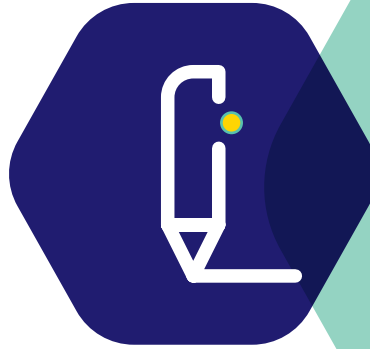


- _____
- _____

Past simple passive	M	F	P	U
a. It happened in the past.	✓			
b. Past participle				
c. More formal				
d. 'kidnapped' ends with a /t/ sound /kɪdnæpt/ (but for some adjectives 'ed' will be pronounced /d/ or /ɪd/).				
e. We don't know who stole him (or it's not important).				
f. The subject is not the agent (doer) of the action.				
g. More common in speaking than writing.				
h. 'was' is a weak form /wəz/ ('were' would also be a weak form /wə/)				
i. was/were (past form of 'be')				

³¹ 02. Meaning a, e, f Form b, i Pronunciation d, h Use c, g

Focus Area 4: Extending and developing your practice



Good fortune is what happens when opportunity meets with planning.

Thomas Edison

TASK P: Solving common problems

P1. Teachers were asked to post problems they have with lesson planning on an online forum for English teachers. Other teachers added comments with ideas for solving the problems. Match each of the solutions (a–t) to the problems (i–iv).³²

i



Hassan Ahmed – [Follow](#)

Alexandria, Egypt

Lesson planning takes me a long time. How can I plan faster? Are there any shortcuts I can take? Thanks very much.

ii



Alev Demir – [Follow](#)

Antalya, Türkiye

I teach Grade 2 and Grade 3 classes. What I'd like to know is how to order the tasks and activities in a lesson. Should they do quiet reading and writing activities first? What about if we have a game? Can we play it at the beginning of the lesson or should it come at the end?

iii



Sibel Badem – [Follow](#)

Ankara, Türkiye

I am not good at estimating timing. I often run out of time and learners don't get to finish the main task.

v



Victoria Ivanov – [Follow](#)

Sofia, Bulgaria

I like our coursebook but sometimes the learners want a change, some variety. Where can I find good materials and engaging activities for my classes?

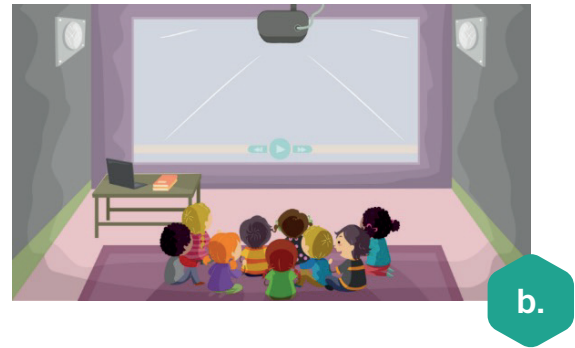
³² P1. (i) Planning takes too much time f, g, o, p, r (ii) Problems with ordering activities k, l, m, q, t
(iii) Estimating timing a, c, e, i, r, s (iv) Finding other materials/activities b, d, g, h, j, n

Solutions, advice and ideas

- a. Try doing the task yourself and timing it. Double the time for learners.
- b. There are many excellent websites with activities and games for learners. Some of these are listed in **Annex 3**.
- c. Record on your lesson plan how long each stage actually takes. Compare this to the time you predicted. This will help you to estimate timing for future lessons.
- d. Aim to include activities that will appeal to different learning styles, i.e. ones that involve visual learning (e.g. videos, reading, picture matching), ones that involve speaking and listening, and ones that involve movement.
- e. Be prepared to adapt your plan during the lesson to suit the circumstances.
- f. If your lesson is 50 minutes long, aim to spend about half that time (or less) planning.
- g. Learners can create their own lesson materials, e.g. making picture cards to play games with, writing questions for a reading text for another group to answer. Learners are generally more motivated when they use their own materials and it can save you time.
- h. Share activities and ideas with your colleagues and in your PDCs. If possible, set up a shared resource area.
- i. Remember to include time in your plan for giving instructions, demonstrating activities and doing feedback, checking answers, etc.
- j. Be careful when you select other materials. Are they at an appropriate level for your learners? Do they match your learning outcome? Are they relevant to the context you have chosen?
- k. A game can come at any stage in the lesson. It could be a revision game to energise learners at the start of the lesson. It could be a game to practise new language you have just presented.
- l. With young learners, it is a good idea to plan your lesson so that you alternate stirring and settling activities, i.e. get learners energized → calm them down, etc. (See Task Q2.)
- m. The coursebook has usually arranged activities in a logical order for you.
- n. Create a folder of materials/activities that you like and put the activities into categories. In your web browser you can create bookmarks with links to your favourite websites.
- o. Tessa Woodward (2001) talks about creating lesson 'threads'. Threads are routines and activities that are repeated every lesson (or through most lessons). For example, you might start every lesson with a story or by reviewing vocabulary in your vocabulary bag. Learners might take turns to prepare a song lesson every Thursday. Writing learning journals and/or reflecting on learning can be other threads. For busy classroom teachers, threads might take up to one-third of every lesson and save you planning time.
- p. Re-use materials with other classes if possible.
- q. Be clear about the aim of the different activities you plan to use so that you know where they should come in a lesson.
- r. Avoid over planning your lessons. When you plan too much material, you tend to rush through it and nothing makes sense to the learners. If you are worried about finishing early, have some revision games ready that you can do without any preparation.
- s. Check the teacher's book to see if it gives any suggestions for timing.
- t. To increase learner motivation and engagement, aim to get learners actively doing something in the lesson in the first 10 minutes.

P2. *Stirrers* are activities that energise learners. They tend to be noisy and involve movement. *Settlers* are activities that are quiet and calm learners down. Look at the classroom activities below and decide whether they are stirrers or settlers.³³

Action songs



Speaking activities



³³ P2. **Stirrers:** a, c, f **Settlers:** b, d, e, g

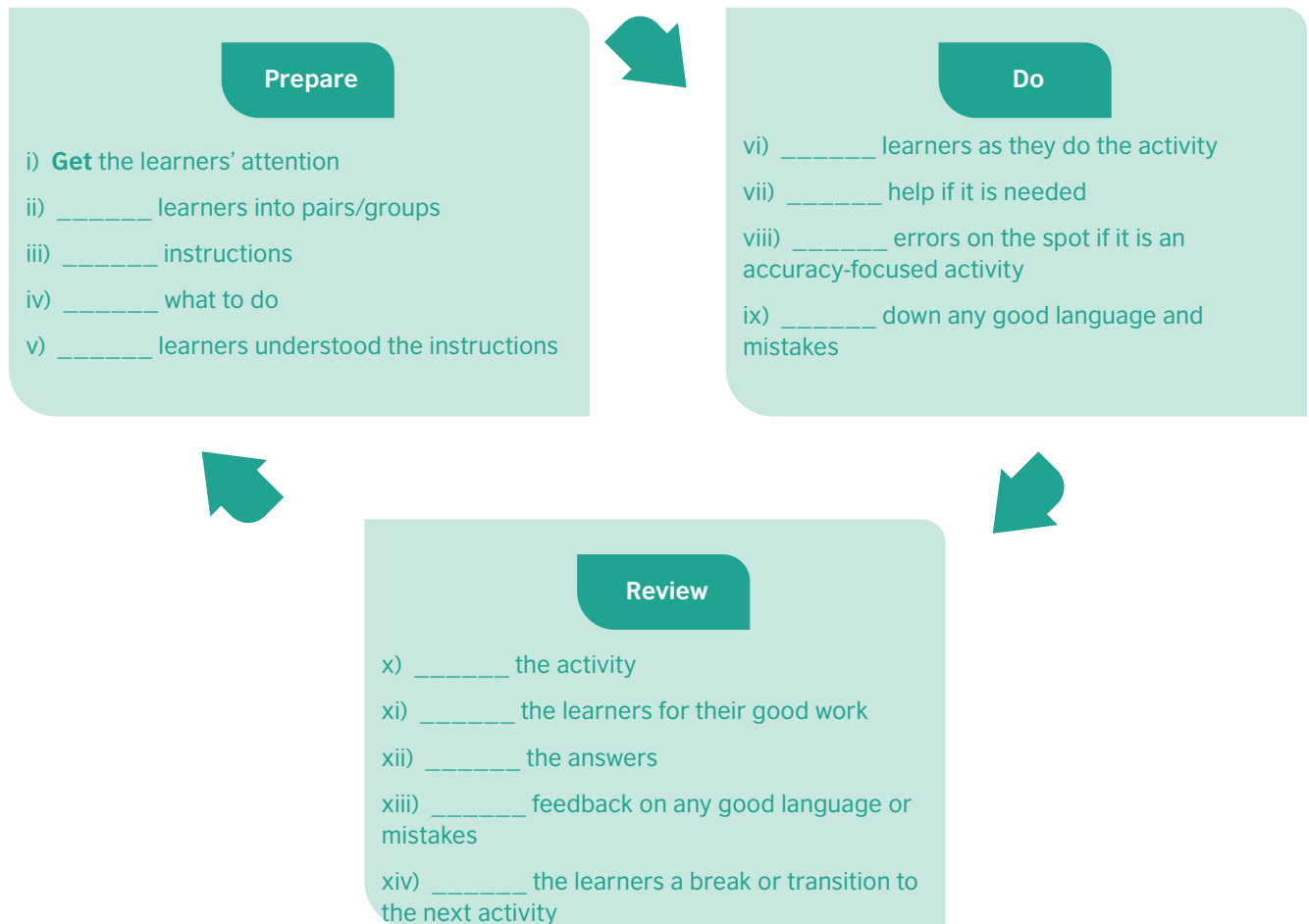
TASK Q: Planning for the activity cycle

For every activity the learners do, from completing an exercise in their notebooks to taking part in a role play, it is a good idea to plan your activity with three stages in mind—prepare, do and review. In this way you think about how to make the instructions clear, how to organise pairs/groups and what feedback you will do at the end of the activity.

Q1. The diagram below shows the main steps in the activity cycle. Complete the gaps (i–xiv) with the verbs below. The first one has been done for you.³⁴

Put	Demonstrate	Get	Praise	Check (x2)
Stop	Write	Monitor	Correct	Give (x4)

The activity cycle



³⁴ **Q1.** i. get ii. put iii. give iv. demonstrate v. check vi. monitor vii. give viii. correct ix. write x. stop xi. praise xii. check xiii. give xiv. give

Q2. Look at the stages for a monster picture draw speaking activity below. Find and underline 4 activities that learners will do during the lesson? What instructions will they need for each activity? What feedback would you give after the activities?³⁵

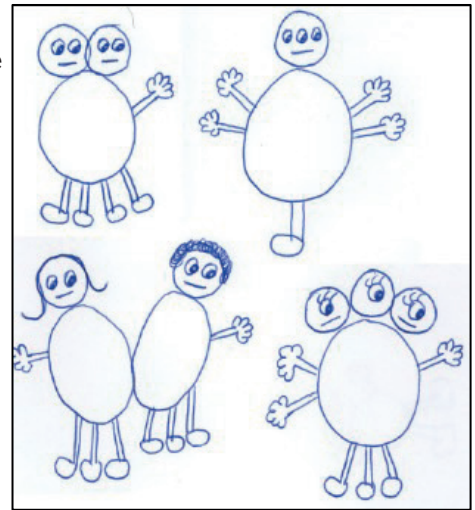
Learning outcome: By the end of the lesson, learners will be able to describe a monster using the structure *It's got [number] + [body part].*

Lead-in

- a. Learners watch a short video trailer for a monster movie and choose their favourite monster (teacher searches online for monster animation video).

Prepare

- b. The class reviews body parts and numbers.
- c. The class does a picture dictation. The teacher prepares a simple picture of a monster and keeps it hidden from the class. They describe the monster and the learners draw it. They compare it with the teacher's drawing.
- d. The teacher points to parts of the picture to elicit the sentences (*e.g. It's got four legs*) and drills the sentences.
- e. Learners draw their own monsters and keep them secret.
- f. The teacher demonstrates with a good student how to do a picture dictation activity.



Perform

- g. Learners work in pairs to sit back to back and describe their monster for their partner to draw. The teacher monitors and collects sentences to work on in the feedback stage.

Feedback

- h. The teacher asks some learners to show their original and picture dictation drawings and praises the class. The teacher elicits and drills sentences that learners had problems with has e.g. *It got 3 legs.* or *It's got two head.*

Repetition

- i. If time permits, learners repeat the task with a different partner or learners do a similar task such as drawing the monster's house and doing another picture dictation.

Reflection and assessment

³⁵ **Q2.** The four learner activities are: watch the video, draw the teacher's monster, draw their own monster, and work in pairs to do the picture draw activity. See **Annex 2** for possible instructions and feedback.

TASK R: Adapting the coursebook

There's no doubt that using a coursebook has a number of advantages. They are produced by experts and generally use appropriate methodology. The activities are tried and tested and should be appropriate for the level of the learners. They are colourful and come with images that are helpful for learning language. They usually have teacher guidance notes. They save you time and give structure to your course. However, while coursebooks are convenient, they are written for a large national (or international) audience and may not suit your particular learners and their needs. It pays to have a critical eye as you plan from your coursebook. With some small changes, the materials can be 'brought to life' and made both more effective and more engaging.

R1. *The first step in adapting your coursebook is to evaluate the materials you have. Look ahead in a coursebook you are using. Select a unit to evaluate. Think about the learners who will use the materials and evaluate each of the criteria below by circling a score from 1–4 with 1 being the lowest.*³⁶

Criteria	Rating			
Choice —do some tasks allow learners a choice about how they learn or practise?	1	2	3	4
Communication —do the materials provide enough opportunities for learners to communicate?	1	2	3	4
Culture —are the materials appropriate for the culture and values of the learners?	1	2	3	4
Interest —will the learners find the materials engaging and interesting?	1	2	3	4
Learner autonomy —do materials train learners to become independent so that they can continue learning outside of class?	1	2	3	4
Learning preferences —do the materials provide a variety of visual, auditory (listening) and kinesthetic input and tasks? Most coursebooks fail to provide opportunities for learners to move (kinesthetic input).	1	2	3	4
Level —is the level appropriate for the learners? Will they need extra support or extension activities?	1	2	3	4
Personalisation —are learners encouraged to relate the materials to their own lives, feelings and opinions?	1	2	3	4
Relevance —are the materials relevant to the learners' lives or what they will need English for in the future?	1	2	3	4

³⁶ **R1.** Your own answers. This task helps you to identify the strengths and weaknesses of the materials. There are no right/wrong answers.

If your evaluation found parts of the materials unsuitable for your learners or lacking in some way, you can choose to:

- leave them out.
- replace them.
- reorder them.
- add to them.
- adapt them.

The next tasks will focus on adding to and adapting the materials.

R2. The table below has some ideas for adapting and adding to the coursebook. In the right-hand column, indicate which of the criteria from Islam & Mares (2003) below each idea aims to provide. Some ideas will have more than one answer. The first one has been done for you.³⁷

Choice (C)
Learner autonomy (LA)

Communication (COM)
Learning preference (LP)

Interest/engagement (I)
Personalisation (P)

Task	Criteria
a. In groups, learners write their own comprehension questions for a reading text and give them to another group to answer.	C, COM, I, LP
b. Ask learners to choose three words in a text to look up in a dictionary and record in their notebooks (with definitions, pictures or translation and an example sentence).	
c. Use vocabulary and questions in the book to create a quiz (either a traditional quiz or using an online quiz tool for education).	
d. Learners write and perform dialogues by imagining what happened before or after a listening text.	
e. Cut up questions from the text and give one to each learner. (You will probably need to make multiple copies and some learners will have the same question.) Learners mingle to ask and answer the questions with different learners. They exchange questions with each person they speak to.	
f. Find a relevant video clip to introduce the topic.	
g. Get learners to relate the topic to their own experiences and opinions, and share something of yours too. For example, if the topic is about friends, bring a photo of one of your friends and talk about them. Get learners to do the same.	
h. Ask learners to draw their understanding of a text instead of answering questions about it.	
i. Ask learners to act out a text while you or a learner in each group reads it aloud.	
j. Slowly reveal or quick flash an image from the book (or a related image) and ask learners to predict what the topic is.	

³⁷ **R2.** a. C, COM, I, LP b. LA c. I, LP d. C, COM, I, P e. COM, I, LP f. I, LP g. COM, P h. I, LP i. I, LP j. I
k. COM, I, LP l. I, LP m. C, I, P n. LA o. I, LP p. C, I q. LA



Task	Criteria
k. Make a photocopy of a reading text for each group. Screw the pages into paper balls. Give one to each group of 3-4 learners. Ask them to guess the content of the lesson from the words they can see without unfolding the paper.	
l. Place questions, answer keys or small texts you want the learners to read on the walls. Learners walk around to read/check/answer questions.	
m. Use learner-generated materials. For example, learners could: make masks to wear in a drama, write another verse for a poem/song, design a crossword or word search, draw pictures, write quiz questions, create a board game. Make sure you show them examples and give clear instructions.	
n. Ask learners to guess the meaning of difficult vocabulary in a text using clues from the context. To help them you could provide multiple choice answers.	
o. Play vocabulary review games such as board races or the fly swatter game.	
p. Let learners choose how they work, e.g. work by yourself or with a partner. You could let them choose one of four cities to research. For daily routines you could ask learners to (1) draw some of their daily routines or (2) prepare to act out some of their routines or (3) record themselves talking about their daily routines.	
q. Ask learners to find and underline the author's opinions in a text and replace them with their own opinions.	

R3. Look at the page below from *Mastermind*, *Ortaokul ve Imam Hatip Ortaokulu İngilizce 8 Ders Kitabı*. Evaluate the materials then plan ways that you could adapt them to include more **choice, communication, interest, learner autonomy, movement or personalisation**.³⁸

FRIENDSHIP UNIT 1

L - 4 Lesson

Activity 1
Tick (✓) the kind of movies you like watching.

Comedy Animation Drama Thriller
 Science Fiction Western Romance Action


Activity 2
Listen to the recording. Write the names of invitees and tick (✓) the chart.

Inviter	Invitee	Accepting	Refusing	Making an Excuse
Jason				
Halle				
Romeo				

I like

COMEDY


movies.



I like

ROMANTIC


movies.



I like

SCHFI


movies.




I like


WESTERN

movies.





Activity 3
What kind of movies do you like watching? Explain by giving reasons. Share with your classmates.



15
UNIT 1

Figure 8: Sample materials from *Ortaokul Ve Imam Hatip Ortaokulu İngilizce 8 Ders Kitabı* (Ilter et al., 2021, pp 15–17)

³⁸ R3. See Annex 2 for suggestions for adapting the materials

TASK S: Planning for differentiated learning

Every learner is unique and brings their unique personality, life experiences, interests, needs and learning preferences to the classroom. With all this difference, there is no one-size-fits-all lesson plan. Differentiated planning aims to include everyone, providing learning opportunities that allow each learner to participate and grow at their own level. To meet all the learners' different needs, you can make changes to the content of the lesson, the tasks they do and the level of support that is given.

S1. *The table below shows techniques or strategies for providing differentiated learning that you can consider when you are planning. Match the techniques/strategies (a–e) with the rationales (i–v) underneath the table.*³⁹

Technique/strategy

a. Provide choice

Provide open-ended tasks that allow learners to personalise language and complete them in their own way. If possible, provide learners with a choice of tasks to display what they have learnt. In this example learners have studied vocabulary related to houses and furniture.

Choose one of the following tasks to complete:

- *Create a blogpost that describes 10 features of an ideal home.*
- *You are trying to sell your house. Make a video tour at home. Write an audio script to go with the video.*
- *Write a chant, rap or rhyme about your house.*
- *Write a questionnaire about houses (3–4 interesting questions). Interview your classmates and present the results in an interesting way.*

b. Encourage learners to help each other

Create a co-operative environment that encourages learners to help each other. You could have a policy of 'Three before me', meaning learners ask three other learners for help before they ask you. You could have a process for learners to follow if they need help. For example:

- Look at the instructions. Is there anything you missed?
- Ask a friend.
- Ask two other people.
- Write your name on the board for help.
- Go on to the next task while you wait for the teacher

c. Differentiate tasks

Create tasks that can be achieved by everyone but also include challenges for learners who are more able. For example: *You must answer questions 1–8. You can answer questions 9–12 if you want **or** create a poster with tips for protecting the environment. Your poster must have at least 5 tips. You can add a paragraph about why we need to protect the environment if you want.*

³⁹ S1. a. ii b. v c. iii d. i e. iv

Technique/strategy

d. Make sure there is variety

Plan lessons and units that use a variety of activities, teaching techniques and approaches, and interaction patterns.

e. Provide support

Look at each task you want learners to do in your lesson. What support will they need for everyone to be successful? Some examples of support techniques are to:

- provide functional language on the board *e.g. 'How do you spell that?'*
- demonstrate the task.
- provide a template to organize and guide learners with writing.
- break down tasks into smaller steps.
- give instructions one at a time.
- let learners work with a partner or group.
- review vocabulary they will need.
- provide multiple choice answers.
- make sure learners are prepared and confident before you ask them to speak in front of the whole class.

- i) Different learners enjoy different activities, approaches and interaction patterns. In a large class, it's not possible to please everyone all the time but if you make sure there is variety, they will be able to work in their preferred learning style at least some of the time.
- ii) When learners choose their own task, they are more likely to take ownership of their learning. It increases motivation. Learners are happier because they are able to choose a task that matches their interests and preferred learning style.
- iii) If the task is too difficult, some learners will feel like a failure and give up. However, you don't want some learners to finish quickly because the task is too easy and then have nothing to do. *'Must do'* tasks can be achieved by all the learners with support, while *'Can do ... if you want'* tasks challenge the more capable learners.
- iv) If possible, put steps in place to support learners to achieve the learner outcomes rather than 'dumbing them down' (making them simpler). Learners will be motivated by what they can achieve. The supports you offer will provide valuable learner training that learners will be able to apply to other situations in the future.
- v) Learners can create their own support networks and become more independent learners. This training is important for their learning at secondary school and beyond.

S1. Look ahead to a lesson you will be teaching soon. What can you do to provide differentiated learning?⁴⁰

For more information about differentiated learning, Please refer to **Module 3 on Inclusive Practices**.

⁴⁰ S1. Your own answers.

Closing

TASK T: Making Changes in your Classroom

For each of the four objectives of this module, think about the changes which you can make in your classroom. Look back in the module if you need ideas. Each sentence should begin 'I'm going to.....' An example is given.

1. Understanding key terms and concepts in lesson planning	2. Putting the plan together
3. Analysing language for teaching and learning	4. Extending and developing your practice
<i>'I'm going to prepare CCQs for vocabulary and grammar lessons.'</i>	

TASK U: Sharing your action plan

When you share your action plan, it becomes more real – and something which you are more likely to do. Share your action plan with people you trust. This might be:

- A colleague or colleagues in school
- A friend or family member
- Members of your PDC






Annex 1: Templates

TASK C: Identifying the key parts of a lesson plan

Lesson plan: sample 1

LESSON PLAN			
Topic			
Age/grade/level			
Time			
Materials/resources			
Lesson focus/language skills			
Stage & interaction patterns	Allocated time	Procedure	Materials
Warmer			
Lead-in			
Main activities/tasks			
PPP (Presentation, practice, production)			
Assessment			
Reflection			
Reflection on planning & lesson delivery		What worked well? What did not work as planned? Why? Things to consider next time:	

Lesson plan: sample 2

LESSON PLAN	
Topic	
Age/grade/level	
Time	
Materials/resources	
Lesson focus/language skills	
Procedure/timing/interaction patterns:	
Warmer:	
	
Lead-in:	
	
Main Activities:	
	
Assessment/Feedback:	
	
Reflection:	
	

Reflection on planning and lesson delivery

- What worked well?
- What did not work as planned? Why not?
- Things to consider next time:
- What will I change?
- Which areas do I need to develop?

TASK F: Writing appropriate learning outcomes—introducing the learning outcome with the Bloomstone Family

The Bloomstone family

MEET THE BLOOMSTONES



I am Remembering Stone.
I can list the words.
I can find the mistakes in a sentence.
I can identify the objects.
I can describe places, people etc.



I am Understanding Stone.
I can translate a simple sentence.
I can explain my ideas.
I can rewrite a sentence.
I can discuss about an idea.



I am Applying Stone.
I can choose the best answer.
I can dramatise a dialogue.
I can draw a mind map.
I can solve puzzles in English.

I am Analysing Stone.
I can outline a story.
I can organise sentences.
I can compare things.
I can contrast places.



I am Evaluating Stone.
I can check my own mistakes.
I can assess my friends' performance.
I can define the things.
I can criticise a film.



I am Creating Stone.
I can design a project.
I can create a new character for a story.
I can produce meaningful sentences.
I can organise a play.





ANALYSING STONE



I can outline_____.

organise_____.

compare_____.

contrast_____.



APPLYING STONE



I can choose_____.

solve_____.

draw_____.

dramatise_____.



CREATING STONE



I can design_____.
produce_____.
create_____.
organise_____.



EVALUATING STONE



I can check_____.

assess_____.

define_____.

criticise_____.



REMEMBERING STONE



I can list____.
find____.
identify____.
describe_____.



UNDERSTANDING STONE



I can explain_____
discuss_____
rewrite_____
translate_____.

Annex 2: Answer keys

TASK H3: Varying the interaction patterns

Ideas for grouping learners randomly into pairs or groups

- Give a number, letter or object to each learner. For example, if you want six groups, select six animals and give one to each of the learners—*bear, tiger, lion, shark, zebra, giraffe*—*bear, tiger, lion, shark, zebra*—*bear, tiger, lion*, etc. Ask all the ‘bears’ to work together in one part of the room, the ‘tigers’ somewhere else, etc.
- Ask the learners to stand in a line, e.g. according to who has the longest thumbs, who lives the furthest from the school, the youngest to the oldest, their birthdays (from 1 January to 31 December), etc. Once they are in line, go down the line and divide them into groups of the size you want.
- Give each learner a coloured ice block stick and ask them to form groups with either all red, green, blue, yellow together in groups or by mixing one of each colour to form a group.
- Prepare an ice block stick for each learner with their name written on it. Pull the sticks out randomly to form pairs/groups.
- Do an online search for a group generator such as <https://www.classtools.net/random-group-generator/>
- Write numbers/objects/colours on the worksheets you are going to use. Group learners according to those numbers/objects etc.
- Give half the class pictures of vocabulary you are learning and give the matching words to the rest of the class. Ask learners to find their partner, matching a picture and a word.



TASK 13: Describing how and when learners will get feedback on their performance

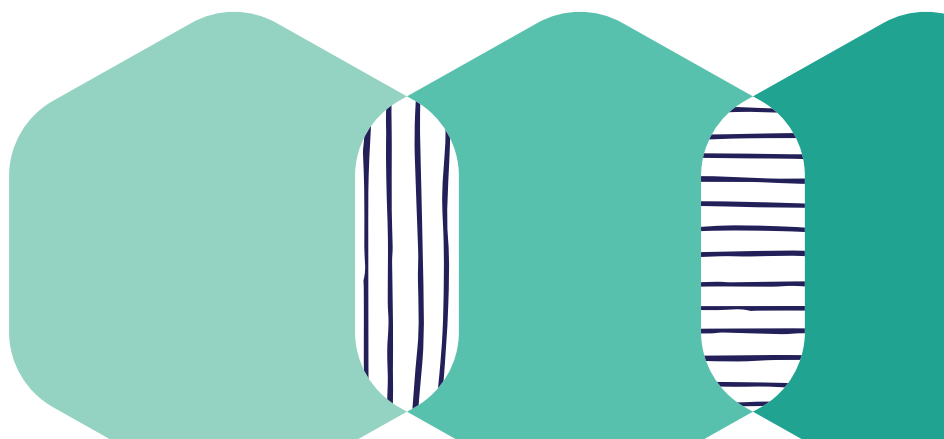
Different ways of checking answers with the class when there is only one possible answer

- Nominate individual students to answer questions (e.g. 'Emre, number 1? Isra, number 2?'). Write the answers on the board.
- Prepare ice block sticks with a learner's name on each one. Pull out an ice block stick randomly and ask that learner to provide an answer.
- Prepare an answer key (on the board/slideshow /worksheet) for learners to check their answers with.
- Write the numbers on the board, but not the answers. Give each number to a different student and ask them to come and write the answer on the board.
- Check the answers for one learner in each group/row. Ask the others to check with that learner's answers.
- Stick the answers on the walls around the room. Ask the learners to walk around and check the answers.
- Provide the answers to one person in each group/row who acts as the teacher and checks with the rest of the group.

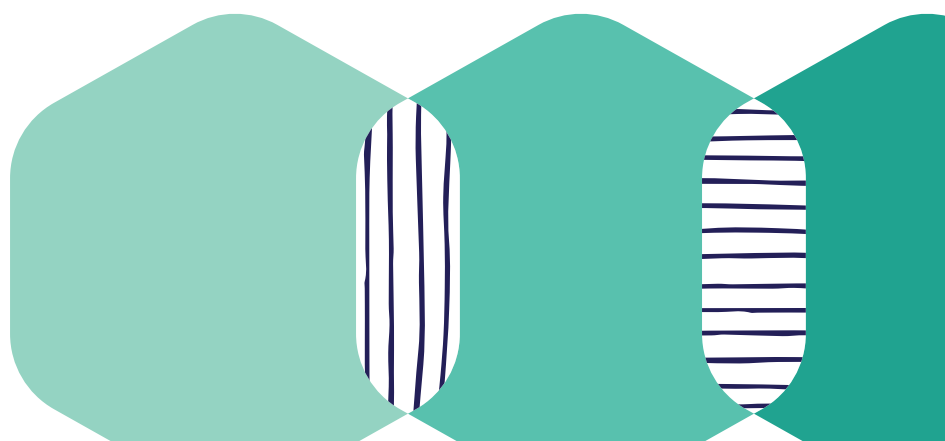


TASK N: Creating effective concept checking questions

- i.) To check the meaning of *suspect* (n). *He was a suspect in a murder trial.*
- (a) Did he murder someone? (maybe) ✓
 - (b) Is it possible he murdered someone (yes) ✓
 - (c) Does he look like a criminal? (we don't know) **X Not relevant to the meaning**
Do the police think he might be the killer? (yes)
- ii.) To check the meaning of to *break in* (v). *The robber **broke in** to Karan's house.*
- (a) Did the robber go into Karan's house? (yes) ✓
 - (b) Did the robber steal something? (yes) **X Not relevant to the meaning of 'to break in'**
 - (c) Was Karan out? (yes) **X Not relevant to the meaning 'to break in'**
Did the robber have a key to the house? (no)
Did Karan invite the robber into his house? (no)
How could they get inside? (break a window, steal a key, etc.)
- iii.) To check '*have to*' for obligation. *He **had to go** to prison.*
- (a) Did he choose to go to prison? (no) ✓
 - (b) Who put him in prison? (the judge/court/law) ✓
 - (c) Could he choose or did he have to go to prison? (he had to go) **X The CCQ uses the target language 'had to'**
Could he decide not to go to prison? (no)
- iv.) To check '*should have*' to give advice about a past event. *Karan **should've had** an alarm.*
- (a) Did Karan have an alarm? (no) ✓
 - (b) Was Karan planning to get an alarm? (we don't know) **X Not relevant to the meaning of 'should've had an alarm'**
 - (c) Was it a good idea for Karan to have an alarm? (yes) ✓
 - (d) Why? (A burglar stole his money/jewellery) ✓
 - (e) Do I think Karan was a little stupid? (Yes) ✓



Target language	Meaning	CCQs and expected answers
<p>To be kidnapped</p> <p><i>A boy was kidnapped. The kidnappers asked for a ransom of £10 million.</i></p>	<ul style="list-style-type: none"> To steal a person by force To ask people to pay money to get the person back 	<ul style="list-style-type: none"> Do we know where the boy is? (no) Did someone steal the boy? (yes) Did the boy want to go with them? (no) Why did they steal the boy? (to get money).
<p>A burglar</p> <p><i>The burglar broke the window to get into the house and steal some jewellery.</i></p>	<ul style="list-style-type: none"> To enter a building illegally To steal things 	<ul style="list-style-type: none"> Does a burglar steal things? (yes) Where do they steal from? (a building, office, house) Is it from their house/building or someone else's? (someone else's) How do they get inside? (break a window, steal a key, etc.)
<p>Don't have to for lack of obligation</p> <p><i>You don't have to hire a lawyer to go to court but it's a good idea.</i></p>	<ul style="list-style-type: none"> To talk about something that is <u>not</u> necessary. You have a choice and can choose whether you do it or not. 	<ul style="list-style-type: none"> Is it necessary to hire a lawyer to go to court? (no) Is there a choice? (yes) Can you hire a lawyer if you want to? (yes)
<p>Present perfect simple—indefinite past result</p> <p><i>'Oh no, the robbers have stolen the TV!'</i></p>	<ul style="list-style-type: none"> To talk about the present result of an action that happened in the past We do not know when the action happened. 	<ul style="list-style-type: none"> Was the TV stolen in the past or the present? (the past) Do we know exactly when they stole it? (no) When does Karan discover it is stolen—in the past or now in the present? (now, in the present)



TASK Q2: Planning for the activity cycle

Learning outcome: By the end of the lesson, learners will be able to describe a monster using the structure *It's got [number] + [body part]*.

PREPARE	Say 'Watch this video. Choose your favourite monster.'
DO	Learners watch a short video trailer for a monster movie and choose their favourite monster.
REVIEW	Ask learners to talk to their friends about which monster is their favourite and why. Ask two or three learners to share their answers with the whole class.

PREPARE	Say 'I have my favourite monster here (wave the piece of paper). Listen and draw a picture of my monster.' Give out paper and pencils.
DO	Describe the monster, pausing to allow learners time to draw.
REVIEW	Ask learners to compare their drawings. Display your monster for learners to compare.

PREPARE	Say 'Draw your own monster. Make it interesting. Make it this size.' (Indicate the size of the paper you are giving them or their notebook size.) Give out any materials. Remind learners, 'Keep your monster secret.'
DO	Learners draw their own monsters and keep them secret.
REVIEW	Praise the learners and remind them to keep their drawing secret.

PREPARE	<ul style="list-style-type: none"> Write functional language on the board and drill it: <i>Can you say that again please?</i> Demonstrate with a good student how to do a picture dictation activity sitting back to back. Check instructions. Ask 'Do you show your paper to your partner? (no) 'What do you do if you don't understand your partner?'(say 'Can you say that again please?' or ask a question)
DO	Learners work in pairs to sit back to back and describe their monster for their partner to draw. Monitor and collect good language and errors to correct for the feedback stage.
REVIEW	Ask some learners to show their original and picture dictation drawings. Elicit and drill sentences that learners had problems with has <i>It got 3 legs. or It's got two head.</i>

TASK R: Adapting the coursebook

The following ideas for adapting the tasks are suggestions only. There are many possible ways to adapt materials. You might choose some but not all of these ideas.

ADD The teacher talks about a movie they saw recently. Learners do the same in pairs. **Communication/personalisation**

ADD Activity 1

Review types of movies. Some possible activities are:

- Prepare pictures of the different genres. Slowly reveal or quick flash the images. Learners guess the genre. **Interest**
- Cut up pictures of each type of genre. Give one to each learner. Learners mingle, share pictures and guess genres. **Interest/movement**
- Find an online video with short clips of different movie types. **Interest**

ADD Activity 2

- Ask learners to listen again and write down the language used to accept, refuse and make an excuse. **Learner autonomy**
- Look at the tape script and underline the language used. **Learner autonomy**
- Learners act out the dialogues from the tape script and/or create their own role plays inviting a friend to a movie and accepting/refusing. **Choice/communication**



Annex 3: Links for further development

The following links may be useful for further development:

Lesson planning

- A series of videos about lesson planning
<https://www.youtube.com/playlist?list=PL6U1IWHaVOwuMPkylxxyMzeKwXy0qenu>
- Tips for managing timing
<https://www.elt-training.com/blog/lesson-planning-tips>
- How to plan effectively
<https://www.teachingenglish.org.uk/blogs/zahrazuhair/lesson-planning-takes-forever>

Language analysis

- Analysing language
<https://www.teachingenglish.org.uk/article/analysing-language>
- Planning to teach vocabulary
https://www.youtube.com/watch?v=91CgQ5Vah-k&ab_channel=elttraining
- Checking understanding
<https://www.teachingenglish.org.uk/article/checking-understanding>
- Grammar guide 1
<https://www.bbc.co.uk/learningenglish/basic-grammar-guide>
- Grammar guide 2
<https://www.bbc.co.uk/learningenglish/intermediate-grammar-guide>

Activities and lesson ideas

- Lesson plans, songs, stories and activities for primary
<https://www.teachingenglish.org.uk/resources/primary>
- Lesson plans and activities for secondary
<https://www.teachingenglish.org.uk/resources/secondary>
- 15 awesome games and activities
<https://englishpost.org/esl-games-and-activities/>
- Free video lesson plans
<https://legacy.lessonstream.com/>
- Free worksheets and board games
<https://isllcollective.com>
- Make crosswords and word searches to review vocabulary
<https://puzzlemaker.discoveryeducation.com/>

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