



Planning lessons and courses

Teaching**English**

Author: Mary Gorman

British Council advisers: Kirsteen Donaghy and Zoë Tysoe

How to use this resource

Teachers

Work through the module at your own pace. Do the self-assessment activity on the page after the Introduction to check your skills in this professional practice. The self-assessment activity will help you to decide which elements of practice you want to improve. Each area has four sections:

- A Analyse: Can you advise these teachers?** This section looks at real teachers' situations and a part of the practice they're finding difficult. Think of the advice you would give the teachers in the case studies. This section helps you to think about what you already do, and gives you some ideas to try in your own classes.
- B Think: What do you know?** This section gives an explanation of the area of practice. It might have new terminology. It is a good idea to have an ELT glossary, such as the [Teaching knowledge database](#) on the TeachingEnglish website, open for you to look up any words you don't know. This section also has a short task for you to check your understanding of the area of practice described.
- C Try: How does it work?** This section asks you to try something out in a class or over a number of lessons. The tasks will help you to think more about the area of practice in Section B and also to understand how the area applies to your teaching context. Some of the tasks need resources, but many can be done without any special preparation. It is a good idea to read several in-classroom tasks and then plan which task to do, with which groups of learners, and when.
- D Work together: What will help your teaching?** These sections have ideas for how you and your colleagues can do the activities together and support each other's professional development. If you are working on your own, then choose some of these activities and think about the questions. It's a good idea to keep a journal of your thoughts.

If you can, make a regular time to meet in a teachers' club or activity group, and together discuss your self-reflections. Write a plan for the year, deciding which sections to look at each time you meet. Make sure you consider the time you need for the in-classroom task, as you will need to do some things before the meeting, and so that you have ideas to talk about with your teacher activity group.

Teacher educators

If you're a teacher educator working with teachers, there are many ways you can use this resource. Get an idea of the teachers' strengths and weaknesses using the self-reflection page. You can also use other needs analyses you've done with your teachers, such as observations of classes and informal chats about their professional development.

Next, create a professional development plan for your teachers, choosing three to five of the most useful elements over a school year. Ask the teachers for their input into the plan as well, so they feel in control of their professional development.

If the teachers you are working with are in a group, you can use many of the *Work together* ideas. If you're working with individual teachers, you might like to work through sections yourself first, with your own classes if you have them, or perhaps by team-teaching parts of your teachers' classes, so that you can discuss and compare ideas.

Planning lessons and courses: Introduction

Thoughtful planning helps you to effectively deliver course objectives, meet the needs of your learners and make the best use of class time. Lesson planning is often compared to a journey, beginning with the learning outcome (the destination) before selecting appropriate materials, resources and methodology (the type of transport). To successfully reach the destination, you make choices about how much to include, how long to spend on each stage (timing) and the best way to order the activities (the route). Unexpected problems can make you late or mean you don't reach the destination at all, so it's important to anticipate what can go wrong and have some solutions prepared. You also want to consider the learners who will need extra support or extension activities along the way (travellers' needs) and the most appropriate interaction patterns. In this module you will experiment with and discuss lesson planning skills and strategies.







From our research and work with teachers, the six elements of this professional practice that most teachers ask for help with are:

- 1 Describing aims/learning outcomes that meet my learners' needs and the course objectives**
To arrive at your destination (achieve your learning outcome), you need to be clear about where you're going before you start. Clearly defined and relevant aims/learning outcomes help both the teacher and learners to see how a lesson fits into the overall course objectives, to understand how each of the lesson stages contributes to the outcome and to reflect on performance and progress.
- 2 Dividing lessons into coherent stages with realistic estimates of timing**
One effective approach to planning is to divide your lesson into smaller parts called stages. Each stage has its own aim and builds on the stage before it until the learners eventually have all the skills and language they need to achieve the learning outcome. With lesson stages, it's easier to decide what to include and in what order, the lesson makes more sense to the learners and it's easier to estimate timing.
- 3 Describing when and how feedback on my learners' performance will be given**
Feedback provides learners with information, both positive and negative, about their performance. It provides information about right and wrong answers, good language use and errors, and encourages the sharing of ideas (content feedback). Effective feedback helps learners to become more accurate and shows them better and more natural ways to express themselves in English. It also shows them where they can improve.
- 4 Anticipating problems that may arise during the lesson, and planning how to respond to these**
Anticipating problems is like checking the road ahead to make sure you have a comfortable journey and arrive at your destination on time. What could prevent you from achieving the lesson aim? What could create stress for you or the learners? With answers to these questions and some planning, you can then respond confidently to problems during the lesson and avoid wasting class time or confusing the learners.
- 5 Planning a broad outline for a sequence of lessons, including the recycling of learning content**
As well as planning lessons, teachers also need a picture of the whole course, term or unit – a bit like zooming out in GPS to view a street within a city. Planning a sequence of lessons means putting carefully selected lesson content into a logical order, and considering how different skills and areas of language build on each other and connect. In doing so, teachers can help learners see connections between activities/lessons and plan for regular revision.
- 6 Planning for differentiated learning, e.g. for different ability levels or early finishers**
Differentiated learning is about providing effective learning opportunities for everyone and allowing all learners to reach their potential. Learners come to class with many differences, including abilities, interests and personality, so there's no 'one size fits all' when it comes to education. In the differentiated classroom, you change the materials/resources, the tasks learners do or the level of support/challenge to meet the different needs of the individuals in the group.

Throughout all the sections, you are asked to reflect on your lesson management, identify strengths and weaknesses, and make adjustments as needed.

Planning lessons and courses: Self-reflection

The table lists the elements that are included in this chapter. Think about what you already know and what you're good at. Self-assess by colouring in the stars. You can colour in more stars as you progress. The page numbers show where you can find tasks for each element in this chapter.

Element	Rating	Pages
1. Describing aims/learning outcomes that meet my learners' needs and the course objectives		4–7
2. Dividing lessons into coherent stages with realistic estimates of timing		8–11
3. Describing when and how feedback on my learners' performance will be given		12–15
4. Anticipating problems that may arise during the lesson, and planning how to respond to these		16–19
5. Planning a broad outline for a sequence of lessons, including the recycling of learning content		20–23
6. Planning for differentiated learning, e.g. for different ability levels or early finishers		24–27

Further reading

Harmer, J (2003) *The Practice of English Language Teaching* (4th edition). Harlow: Pearson Longman

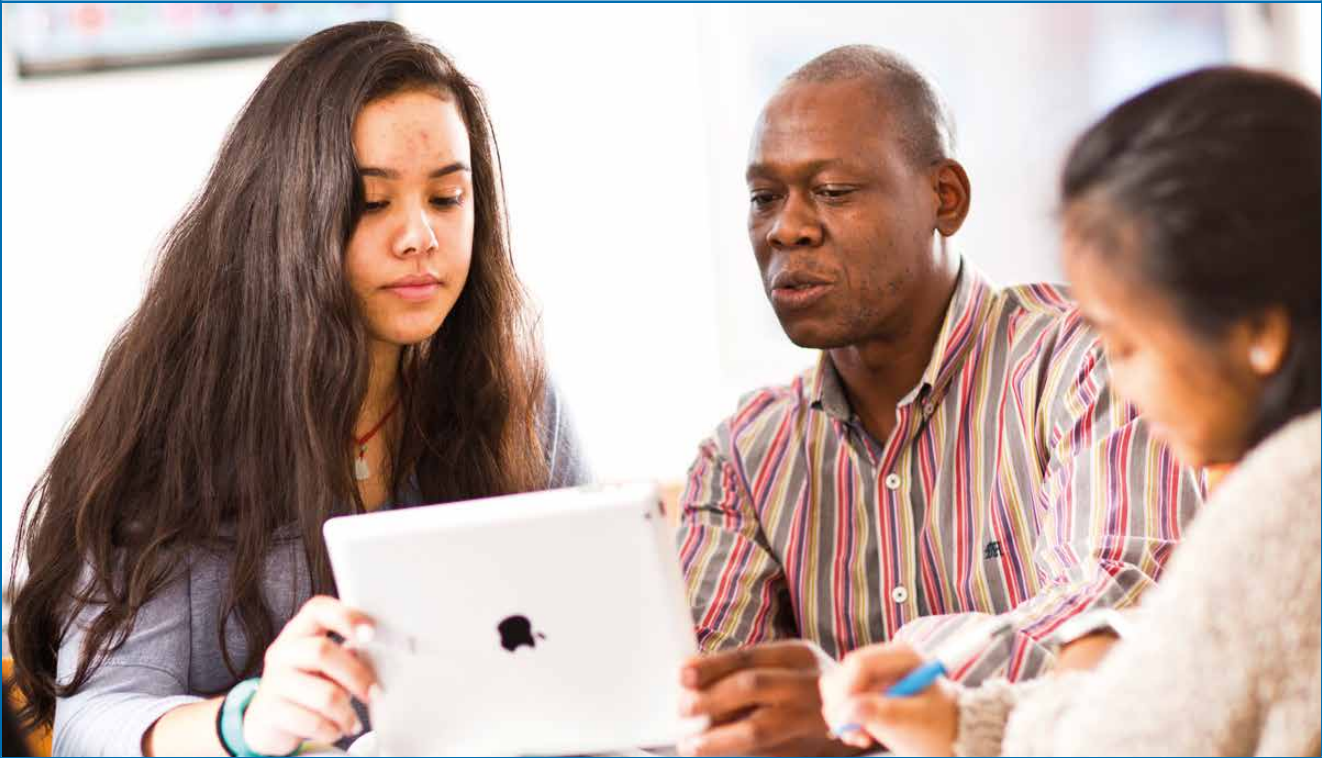
Moon, J (2005) *Children Learning English*. Oxford: Macmillan Education.

Parrott, M (2010) *Grammar for English Language Teachers: With exercises and a key* (2nd edition). Cambridge: Cambridge University Press.

Robertson, C and Acklam, R (2000) *Action Plan for Teachers*. Available online at: https://www.teachingenglish.org.uk/sites/teacheng/files/pub_Action_Plan.pdf

Woodward, T (2012) *Planning Lessons and Courses: Designing sequences of work for the language classroom*. Cambridge: Cambridge University Press.

British Council (n.d.) Planning lessons and courses. Available online at: <https://www.teachingenglish.org.uk/teacher-development/continuing-professional-development/planning-lessons-courses>



Introduction

Aims/learning outcomes explain what the learners will be able to do (or do better) as a result of taking part in a lesson. To achieve your aim/learning outcome (or successfully arrive at your destination) you need to be clear about where you're going before you start and use this destination to help you make decisions when you are planning. Any activities you plan to do should directly link to that aim/learning outcome.

If you consider the learners' needs as you plan and communicate aims to them in language they understand, learners can see how the lesson is useful. They get a sense of progress as they measure what they can do against the expected outcomes. Learner motivation is the winner. Clearly defined and relevant aims/learning outcomes help both the teacher and the learners to see how a lesson fits into the overall course objectives and to understand how each of the lesson stages contributes to the final learning outcome. They also help learners to reflect on their performance and progress.

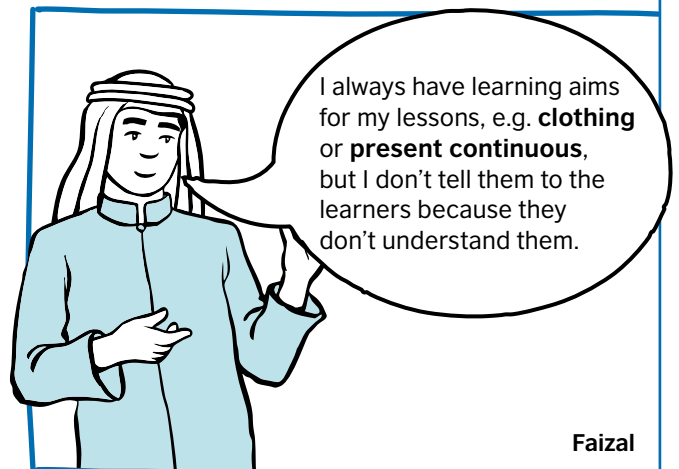
Aims

In this section you will:

- recognise the advantages of having clear aims/learning outcomes
- identify features of SMART lesson aims/learning outcomes
- write aims/learning outcomes and share them with your classes
- discuss your findings and ideas on best practice with writing learning aims and sharing them with the learners.

1A

Analyse: Can you advise these teachers?



Reflection

- Read and underline all the problems these teachers have with aims/learning outcomes.
- What advice would you give to each of these teachers?
- Do you think it's important to tell learners about lesson aims/learning outcomes? Why/why not?
- How can a teacher write lesson aims/learning outcomes so that learners can understand them?

Now read the *Answers and commentary* section on page 28.

1B Think: What do you know?

Effective or SMART aims/learning outcomes should tell us what learners will be able to do at the end of the lesson, the language/skills they will use and the context or topic. A good way to begin is: *By the end of the lesson, you'll be able to...* So, what is a SMART aim?

S	Specific	Are you clear about the language/skills you want to cover? Is there a context (situation/topic)? Could another teacher understand what you plan to do?
M	Measurable	Can you observe the learners doing something that will measure whether the aim is achieved?
A	Achievable	Is it possible to achieve the aim? Is the level appropriate? Do the learners have enough background knowledge?
R	Relevant	Is it interesting and useful for the learners?
T	Time-effective	Is it possible to achieve the aim in the time you have? Are you trying to do too much?

Here are some examples of lesson aims/learning outcomes. Some of them are SMART aims and some are not.

1. By the end of the lesson, you'll know animal names and body parts.
2. To present and practise third person simple present.
3. By the end of the lesson, you'll be able to read a text about wild animals and complete a table with facts about them.
4. By the end of the lesson, you'll be able to match and name ten wild animals (*giraffe, lion, etc.*).
5. By the end of the lesson, you'll be able to listen to a vet giving advice.
6. By the end of the lesson, you'll be able to ask and answer questions about your pet/favourite animal (appearance, diet, environment, etc.).

Activity

Look at the example aims/learning outcomes and:

- put a tick next to any effective (SMART) aims/learning outcomes
- identify and write down the problems with the other aims/learning outcomes
- rewrite and improve ones that are not SMART.

Now read the *Answers and commentary* section on page 28.

Reflection

- What, if anything, are you going to change about how you write aims/learning outcomes?
- Look at your coursebook. Does it have learning aims for each chapter? Are they SMART aims that your learners can understand? If not, how could you adapt them?
- How can you share your aims/learning outcomes with the learners? When is the best time to share them?

1C Try: How does it work?

Resources: Coursebook, lesson plans, table (below)

Time: One week

Rationale

Having SMART aims/learning outcomes helps you to plan more successful lessons. Learners are more motivated when they understand what they are doing and why it's useful for them. Your lessons become easier to follow because every stage is directly related to the aim of the lesson.

Instructions

For one week:

- write aims/learning outcomes for your lessons and make notes in a table like the one below
- decide how you will share the learning outcomes with your class; some ideas are given below
- teach the lesson and write down anything interesting/surprising that happens; ask the learners if the aims/learning outcomes helped them and ask them to explain how.

Date and class	Aim/learning outcome	How you will share the aim/learning outcome	Comments
Class 3. 2 February	By the end of the lesson, you'll be able to match and name ten wild animals.	Ask learners to decide what it is during the lesson.	Learners were able to guess that the outcome was about wild animals.

Ideas for introducing the aim/learning outcome:

- write the aim on the board and ask learners to say/write two things they know about it
- tell learners you won't show the aim/learning outcome until the end of the lesson. Ask learners to decide what it is during the lesson
- mix up the order of the words of a learning aim and ask learners to put them into the correct order
- show the aim/learning outcome and ask the class to tell you (1) what they would need to do to perform at a high standard for this outcome or (2) how it will be useful to them in their future lives/exams, etc.

Reflection

- How did the aims/learning outcomes help with your planning and teaching?
- What problems did you have with writing aims/learning outcomes and sharing them with your classes? How could you overcome these problems?
- Which techniques for sharing the aims/learning outcomes were the most successful? Why?

1D Work together: What will help your teaching?

- 1 Share your lesson aims and comments from 1C. Evaluate each other's aims. Are they SMART? Give feedback to your colleagues.
- 2 Discuss solutions for any problems you had with writing and sharing aims/learning outcomes.
- 3 Look ahead to the next unit/lessons. Is there anything that is not interesting/useful for your learners? Does anything need to be added, e.g. speaking or recycling activities?
- 4 Work together to write aims/learning outcomes for the next lessons.



Introduction

Imagine you're planning a lesson. Which activities should you do? What order should you do them in? How much can you cover in the lesson? How long should you spend on each part?

One simple approach to planning is to divide your lesson into smaller parts called *stages*. Each stage has its own aim and builds on the stage before it until the learners eventually have all the skills and language they need to achieve the learning outcome.

How do you decide what these stages should be? There are many different approaches you can take but, generally speaking, lessons have three parts – a beginning, a middle and an end. The beginning serves as an introduction, both introducing the topic and getting learners interested and warmed up for the lesson. The middle stage tends to be where learners study something closely, e.g. new grammar or a reading text. In the final stage, learners usually practise using English to communicate something meaningful in speaking or writing. In this element, you will look at an approach that is used to prepare stages for grammar and vocabulary lessons.

Aims

In this section you will:

- give advice to a teacher about planning grammar lessons
- add stage aims and timing to a grammar lesson plan
- plan and teach a grammar lesson using the Engage–Study–Activate (Harmer, 2007) approach
- design a lesson plan template for grammar/vocabulary lessons in your school.

2A Analyse: Can you advise this teacher?

Look at the description of a grammar lesson for third person present simple affirmative to describe family members with a Year 9 class. Monika's learners do not like learning grammar.

Monika starts the lesson by getting the learners to sing a song together (*If you're happy and you know it clap your hands*). They enjoy singing and it's a fun way to start the class. She then gives out a paragraph about her brother for the learners to read. After they read the paragraph, Monika writes a lot of sentences about her brother on the board to show first person, second person and third person verbs. She explains the grammar for 20 minutes because it's important the learners understand. The learners copy down the sentences from the board.



I am a lawyer.	I live in London.	I drive a fast car.
You are a lawyer.	You live in London.	You drive a fast car.
He is a lawyer.	He lives in London.	He drives a fast car.
I play football.	I have two children.	
You play football.	You have two children.	
He plays football.	He has two children.	

Next she gives the learners a worksheet. The learners need to complete the gaps with the correct verb. She checks the answers with the class and then it is time for lunch.

1. He (be) a lawyer.
2. He (live) in London.
3. He (drive) a fast car.
4. He (play) football.
5. He (have) two children.

Reflection

- What is Monika doing well?
- How could she make her grammar lesson more effective?
- Why do you think learners always make mistakes with third person s?

Now read the *Answers and commentary* section on page 29.

2B

Think: What do you know?

Monika learned about the Engage–Study–Activate (ESA) (Harmer, 2007) approach to teaching grammar and vocabulary. Here is part of a lesson plan. It is written for Years 3–5. The learning outcome is: *By the end of the lesson, learners will be able to talk about and compare two animals.*

Stage	Stage aim	Procedure	Timing (mins)
Engage	<ul style="list-style-type: none"> • 1 _____ _____ • To revise any vocabulary needed for the lesson 	<ul style="list-style-type: none"> • Introduce the topic by playing a game with eight pictures of animals, e.g. board slap. Review adjectives (<i>fat, thin, fast, slow, tall, short, big, small</i>) by matching opposites and checking with a shared language. 	
Study	<ul style="list-style-type: none"> • 2 _____ _____ • To show how to use new language 	<ul style="list-style-type: none"> • Hold up two of the animal pictures (e.g. giraffe, tiger). Ask 'Which animal is the tallest?' Then say 'The giraffe is taller than the tiger'. • Drill the sentence. • Write the sentence on the board in a substitution table. • Repeat with other pairs of animals and other adjectives. • Learners copy the table into their books. 	
Activate	<ul style="list-style-type: none"> • 3 _____ _____ 	<ul style="list-style-type: none"> • Learners work in groups to make 12 small cards with an animal on each one. They turn the cards face down on the table. • Learners take turns to turn over two cards and make a comparative sentence for the two animals. • Learners make a <i>mini-book</i>. Each page has a picture of two animals and a sentence comparing them. 	

Activity

Put these stage aims into the missing gaps (1–3).

- A. To introduce new language.
- B. To get learners interested in the topic.
- C. To practise and use the language in real communication.

In a 50 minute lesson, how long would you spend on each stage – Engage–Study–Activate?

Now read the *Answers and commentary* section on page 30.

Reflection

- How is the ESA lesson plan similar to or different from the way you usually teach grammar?
- What do you like/don't like about this approach?
- How else could the teacher get the learners interested in the topic in the 'Engage' stage?
- What other practice activities could the learners do with comparing animals in the 'Activate' stage?

2C Try: How does it work?

Resources: Your coursebook/syllabus, the example lesson plan in 2B
Time: One lesson

Rationale

When you use an approach such as ESA for your lesson planning, you will know why you're doing things at each stage (the stage aims), be able to sequence your lesson in the most logical way and be able to estimate timing more accurately when you break the lesson down into smaller steps.

Instructions

Select a grammar/vocabulary lesson for next week. Plan your lesson using the ESA approach in 2B. Use the questions below to help you. Remember to check what's in the coursebook that you can use. Teach the lesson and make a note of things that work well/don't work well.

Engage	<ul style="list-style-type: none">• What is the context/situation for your lesson?• How will you get learners interested in the topic?• Is there any vocabulary you need to revise so learners can do your lesson?	
Study	0–8 years Learners at this age have not developed the ability to analyse language. It is not effective to try to 'teach' them grammar. They need lots of exposure to English. Choose a story/song/video that has lots of the target language and help learners to understand the story. They will absorb the grammar without focusing on it.	9+ years <ul style="list-style-type: none">• How will you present the target language (e.g. in a text, story, song, dialogue)?• How will you get learners to focus on the target language?• How will you make sure learners know the meaning, form and pronunciation of the language?
Activate	<ul style="list-style-type: none">• What activities can learners do to practise the language?• Begin with easier activities and move on to freer ones.	

Reflection

- Did you complete all of your lesson? If not, why not?
- How did the plan help/not help?
- How will you change the plan if you teach the lesson again?

2D Work together: What will help your teaching?

- 1 Share your lesson plans and reflections from 2C.
- 2 Create a list of dos and don'ts for new teachers who are planning grammar/vocabulary lessons.
- 3 Work together to design a lesson plan template for grammar/vocabulary lessons. Begin by deciding what headings you will need. Here are some you might include: *Date, class, time, room, aim/learning outcome, materials/resources, anticipated problems and solutions, stage name, stage aim, timing, interaction patterns.*



Introduction

Feedback provides learners with information, both positive and negative, about their performance. It provides information about right and wrong answers, good language use and errors, and encourages the sharing of ideas (content feedback). The teacher or other learners can give feedback. It can be immediate, interrupting a speaker to correct an error, or delayed, such as at the end of a speaking activity. It can be given to the whole class, a small group or individually. Errors can be corrected directly or learners can be invited to make corrections for themselves. Effective feedback helps learners to become more accurate and shows them better and more natural ways to express themselves in English. It highlights what they do well and shows them where they can improve.

This element looks at procedures for giving feedback and suggests different techniques you can try with your classes.

Aims

In this section you will:

- give advice to teachers who are giving feedback to a class
- plan how to give feedback for different types of activities
- try some techniques for giving feedback with your learners
- create a poster with different feedback techniques to try.

3A Analyse: Can you advise these teachers?

Look at two classroom situations where the teachers are giving feedback. Tick things that you think are a good idea and put a question mark next to things you think are not helpful.

Suma



Suma's class has finished a grammar exercise, putting verbs into the past and present tense in a story. Suma asks the class to stop. She puts the class into pairs and asks them to check their answers together. The learners compare the answers and discuss any that are different. When they finish Suma waits for everyone to pay attention and calls out 'Number 1' and all the class says the answer together. Suma calls out 'Number 2' and repeats until all the questions are answered. She then asks the learners to read a story on the next page of their book.

Kim

Kim's learners have interviewed a classmate about their free time activities. When they finish Kim says 'Well done, everyone'. He goes to the board and writes up four things he heard the learners say that all have errors in them. Kim tells the learners what is wrong and corrects the errors clearly on the board in a different colour. After that, it is lunchtime and the learners leave.



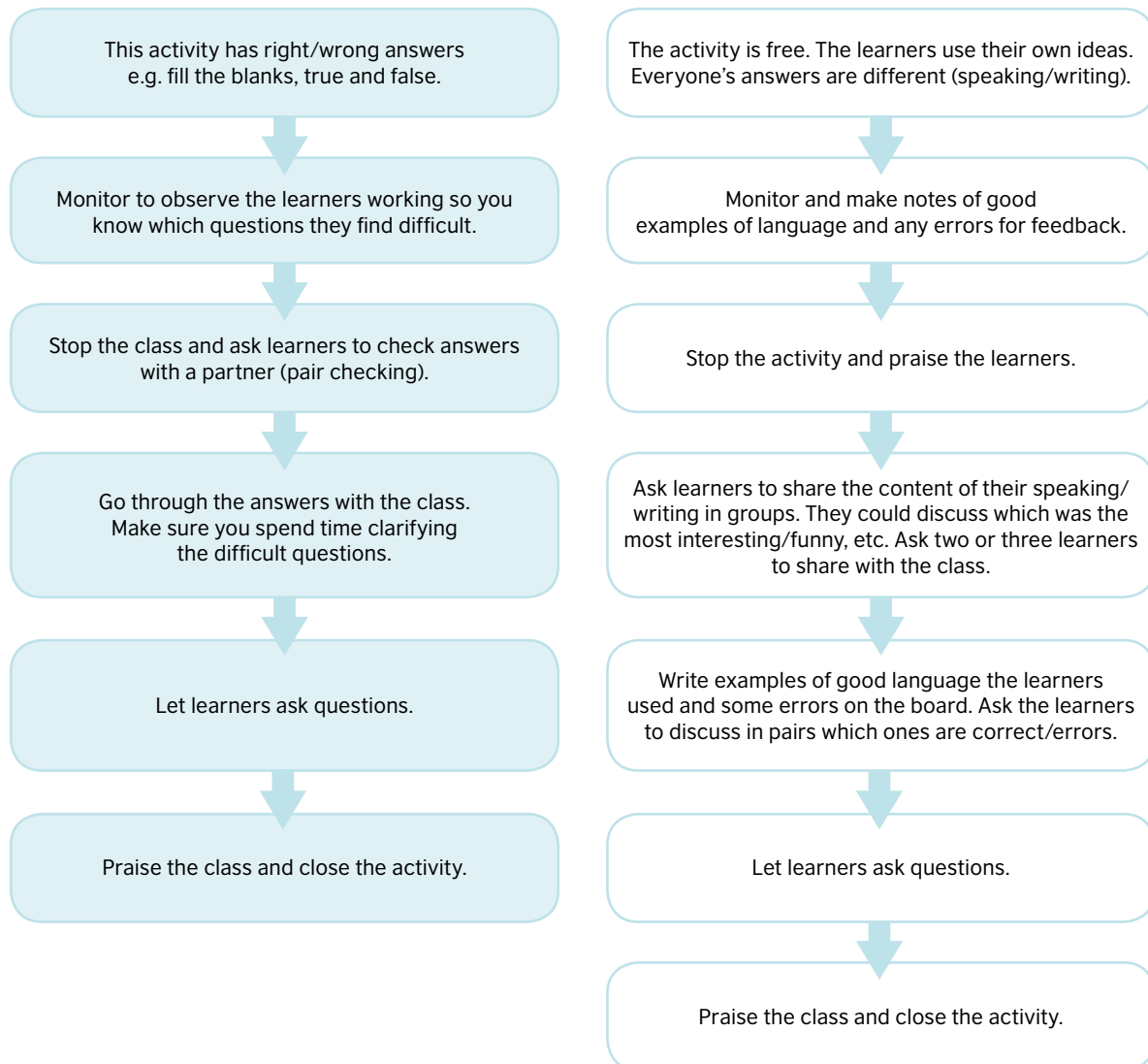
Reflection

- What things are Suma and Kim doing well?
- What advice would you give these teachers about giving feedback?
- Why do you think Suma asks her learners to check the answers with a partner?
- How could Kim share examples of good language the learners used as well as correcting errors?

Now read the *Answers and commentary* section on page 31.

3B Think: What do you know?

The diagram below helps you to plan how you will do feedback after an activity.



Activity

Using the information in the diagram, decide how you would do feedback for these activities.

1. The learners answered true/false questions about a reading text.
2. The learners did a role play between a doctor and a patient.
3. The learners discussed their weekends with a partner at the start of a lesson on free-time activities.
4. The learners wrote about someone in their family to practise using third person present simple.

Now read the *Answers and commentary* section on page 31.

Reflection

- Which of these activities would you find it easier/more difficult to do feedback for? Why?
- Why do you think it says to 'ask two or three learners to share their ideas with the class' rather than everyone?

3C Try: How does it work?

Resources: Lesson plans, the diagram in 3B
Time: One week

Rationale

When you plan to use an activity in your lesson, you also need to plan how you will prepare learners to do it and how you will give feedback. If you don't do any feedback, it says to the learners that the activity wasn't important and they can lose motivation or not try very hard. To be helpful, feedback should be efficient (not taking too long) and effective. It's a good idea to use a variety of techniques so that learners don't get bored and switch off. This activity asks you to plan feedback for some of your lessons this week.

Instructions

- Look at the next lesson(s) you are teaching. Choose four activities that you will do.
- Plan how you will do feedback for your activities using the diagram in 3B and complete a table like the one below with your plan.
- Teach your lesson and take notes about what worked and didn't work.

Class/ lesson	Activity	How I will do feedback	What worked well What didn't work
Class 3. 2 February	Fill the blanks	Pair checking then whole class feedback	

Reflection

- How did the learners respond to the techniques you tried?
- What would you do differently next time?
- What do you find easy/difficult about giving feedback? What could you do to improve?

3D Work together: What will help your teaching?

- 1 Take turns to share the techniques you tried in 3C and your reflections. What other techniques would you like to try now?
- 2 Discuss: what are the best ways to give feedback on homework? How can the feedback be helpful but not take a lot of time for the teacher?
- 3 Work together to create a poster of different feedback techniques. Add to these, experiment with them and reflect on their success.



Introduction

Anticipating problems that may happen during the lesson is like checking the road ahead to make sure you have a comfortable journey and arrive at your destination on time. Perhaps you will need to reduce your speed, avoid some roads or find a different route. What could prevent you from achieving the lesson aim? What could create stress for you or your learners? With answers to these questions and some planning, you can then respond confidently to problems during the lesson and avoid wasting class time or confusing the learners.

When preparing an activity for a lesson, you might ask yourself 'Have the learners done this activity before or will it need extra time? How will I make the instructions clear? What pairs/groups do we need?'. For a grammar or vocabulary lesson you might ask 'What mistakes do learners usually make with this grammar? What makes the pronunciation of this word difficult? Are there any irregular verbs?'. Other areas to consider are the learners, the classroom/environment, the materials and resources, and the topic.

Aims

In this section you will:

- advise teachers who have difficulty anticipating problems with their lessons
- develop a checklist of questions to help you anticipate problems with your lessons
- anticipate problems and solutions for five lessons and reflect on the problems that actually happen
- create a list of common problems and effective ways to respond to them.

4A

Analyse: Can you advise these teachers?



I am always surprised by the language problems that happen. I plan carefully but there will still be a problem with pronunciation, a word I can't explain or a question I can't answer.

Adam

There are so many things to think about with lesson planning that I don't have time to think of all the problems before the lesson, and then I feel stupid when I don't know the answer.



Barsha

Nan



The problem for me is when I try to use technology. There is always a problem and it's something different EVERY time.

Things go wrong when I try to do a new activity. The learners don't understand what to do and often it is a complete waste of time.



John

Reflection

- Do you ever have any of the same problems? Which ones? Who do you ask for advice?
- What advice can you give these teachers? Write down two ideas for each teacher.
- What other problems can happen during lessons?

Now read the *Answers and commentary* section on page 32 and compare your ideas with the suggested answers.

4B Think: What do you know?

John has anticipated some problems for his lesson. The aim is: *By the end of the lesson, learners will be able to use comparative adjectives to make a mini book about animals.*

Activity

Match the problems with the possible solutions.

Problem	Solution
1. The learners want to compare three or more animals but comparatives only compare two.	A. Use different colours to make the board clear.
2. The learners use 'more' with all adjectives e.g. <i>A lion is more bigger than a mouse.</i>	B. Put example sentences on the board and ask learners to notice which adjectives have two or three syllables.
3. Spelling mistakes e.g. <i>heavyer, happyer.</i>	C. Check understanding: 'How many animals are we talking about?' (Two.)
4. The board will be crowded with a lot of sentences.	D. Do all the writing first and set drawing for homework.
5. The learners spend too long drawing pictures for their books and don't finish.	E. Start with a game to revise the animals.
6. This class is usually bored and tired in the afternoon.	F. Highlight on the board: $y \rightarrow ier$.

It's helpful to ask yourself questions that will identify possible problems. Think of one more question for each heading below.

- **Activities:** Is there any difficult vocabulary in the worksheets?
- **Interaction:** Are there any learners who don't work well together?
- **Language (meaning, form, pronunciation):** Is this grammar similar in L1 or completely different?
- **Managing the lesson:** How many groups will we need?
- **Resources/materials:** Do I need to write a lot on the board?
- **Other:** Is the classroom hot/cold/crowded/noisy?

Now read the *Answers and commentary* section on page 33.

Reflection

- What other problems could happen with John's lesson on comparatives?
- What different problems could happen in a reading or listening lesson?
- What problems could happen in a writing or speaking lesson?

4C Try: How does it work?

Resources: The example problems and solutions in 4B and the questions for anticipating problems in the *Answers and commentary* section on pages 33–34

Time: One week

Rationale

Experienced teachers know that the same problems often happen over and over again. They also know how busy teachers are and how little time there is to prepare. Therefore, you want to be able to anticipate problems and plan your response quickly in your mind as you prepare your lesson. You want this important part of lesson planning to happen automatically and without effort. By writing down possible problems and solutions and reflecting on the ones that actually happen in your lessons, you will soon become aware of common problems and effective ways to overcome them.

Instructions

Using the ideas from 4B, write anticipated problems and solutions for five lessons over a week. Create a table like the one shown below, using a new row for each lesson.

- Tick off the problems that actually happen in the lessons.
- Make a note of any problems that you didn't anticipate.

Class/ date	Lesson focus (grammar/ reading etc)	Anticipated problems	Possible solutions	Problems I didn't anticipate
Class 3. 2 March	Grammar: comparatives	Spelling mistakes with adjective ending in -y ; learners use more with all adjectives	Highlight on the board: y → ier ; give examples of comparative adjectives with two or three syllables.	Learners were bored

Reflection

- What types of problems didn't you anticipate? Were they unusual or are they likely to happen again?
- Were there any common problems? Why do you think that was? What could you do about them?
- How effective were your planned solutions? What would make them better?

4D Work together: What will help your teaching?

- 1 Work with a partner. Take turns to read out one of your (anticipated) problems from 4C, and listen as your partner suggests a possible solution. Was it the same as your one? Explain your planned solution or what you actually did.
- 2 Get into pairs with an experienced and a less experienced teacher. Look through your next unit of work and brainstorm possible problems.
- 3 Work as a group to provide solutions for each problem you thought of.



Introduction

As well as planning lessons every day, teachers also need a picture of the whole course, term or unit – a bit like zooming out in GPS to view a street within a city. Planning a sequence of lessons means putting lessons into a logical order, and considering how different skills and areas of language build on each other and connect. In doing so, teachers can help learners see connections between activities/lessons and plan for regular revision.

Planning a sequence of lessons helps with timing and avoids the problem of having to rush through the end of the course because the pace was too slow in the beginning. Preparation becomes easier because teachers can organise materials in advance for several lessons. However, despite all the benefits, teachers need to view the unit plan as a flexible document, one that can (and probably should) change in response to the learners.

Aims

In this section you will:

- identify problems teachers have with planning a unit of work and offer them advice
- consider a procedure for planning a sequence of lessons
- plan a unit of work and reflect on how effective it is by asking for feedback from your learners
- discuss the best way to plan and share units of work in your school.

5A

Analyse: Can you advise these teachers?

Read about four learners who describe problems with their English courses. Underline all the problems.

Isabel



I don't like Tuesdays. We always do reading first, which is difficult, and then we have to write something. It's boring and we have to work by ourselves all the time.

Axel



I really enjoy my English lessons. We learn lots of different things but I'm worried because I forget so much. Maybe it's just me but I need to know how to remember what we learn.

Priya



Sometimes our coursebook is good, but then you get stuff that is just boring and a waste of time. There are topics about life in England but they're nothing like my life. I don't really see the point.

Ahmad



We follow the coursebook in our class. Every day we do two pages. It's okay but it does get a bit boring.

Reflection

- What are the causes of each of the problems?
- What advice would you give to the learners' teachers?
- Do you use a coursebook with your classes? If so, what are the strengths and weaknesses of your coursebook? How do you overcome the weaknesses?

Now read the *Answers and commentary* section on page 34.

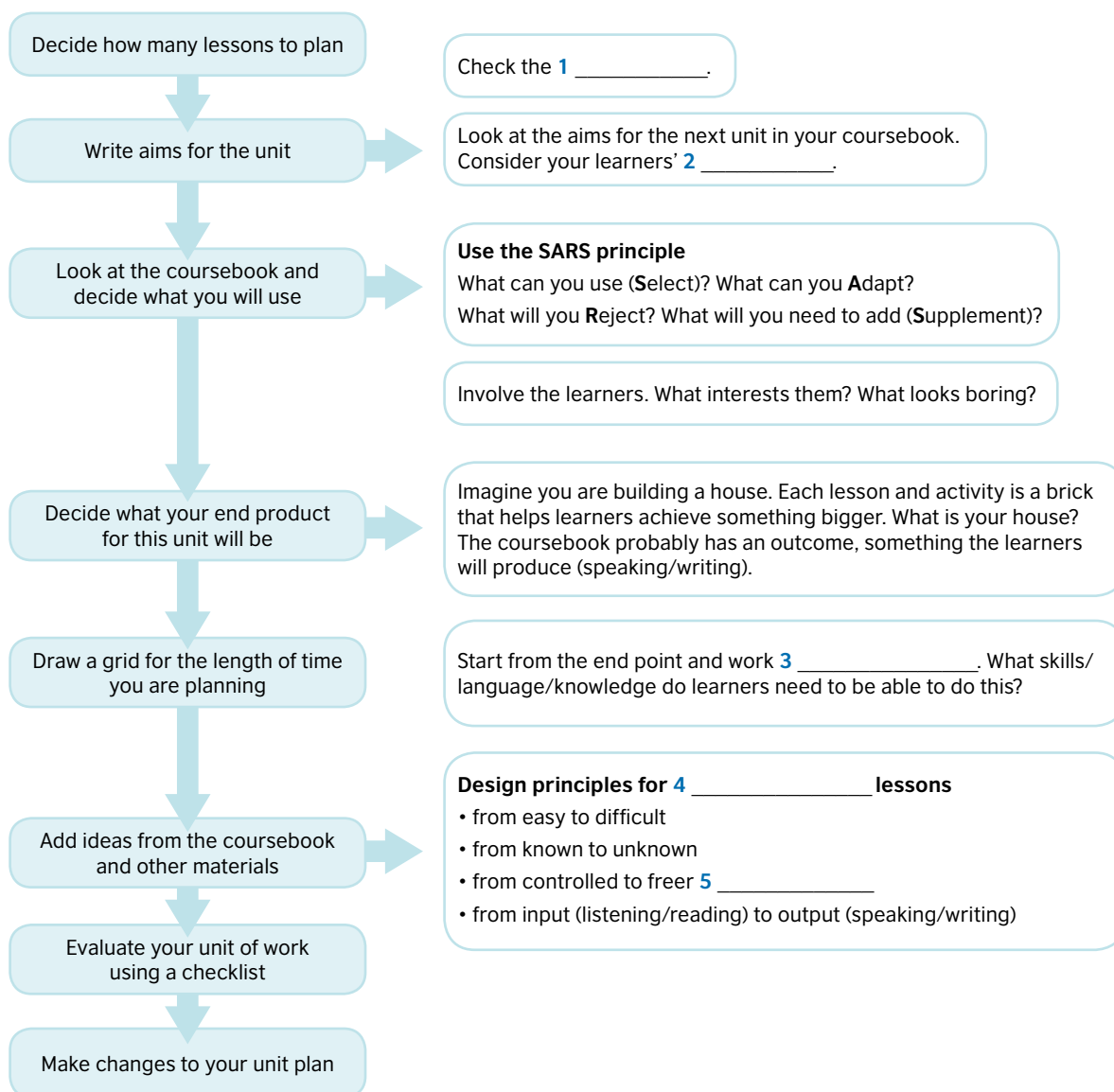
5B Think: What do you know?

The diagram below shows the steps you can take to plan a unit of work from your coursebook.

Activity

Complete the gaps in the diagram with the words below.

A needs B activities C sequencing D syllabus E backwards



Now read the *Answers and commentary* section on page 36.

Reflection

- How far ahead do you usually plan, e.g. a week, a unit, a term? Why?
- How much detail do you include when you plan a unit of work/series of lessons? Why?
- Which of the language systems (vocabulary/grammar/pronunciation) and which of the language skills (reading/listening/speaking/writing) is it important to spend more time on with your learners? Why?

5C Try: How does it work?

Resources: Your coursebook, the planning diagram from 5B, the unit plan checklist from the *Answers and commentary* section on page 36

Time: A series of lessons

Rationale

Planning for a sequence of lessons means you can create the best conditions for learning. You have time to consider your learners' needs and to select from the coursebook intelligently to meet those needs rather than just following page after page. You are also able to estimate timing more effectively. When you plan a sequence of lessons, you can support learning by building on what has already been learned and making connections between lessons.

Instructions

- Choose a unit from your coursebook.
- Involve the learners by asking them to look at the unit and decide what looks interesting/useful 😊 or not useful/interesting ☹️. You could use Think–Pair–Share. Ask them to:
 1. look and decide individually (think)
 2. discuss ideas with a partner (pair)
 3. discuss ideas in a group (share) and report the results to you.
- Plan a series of lessons for the class for one to two weeks using the procedure in 5B.
- If necessary, check with a senior teacher that it is OK to make changes to the course.
- Evaluate your plan using the checklist in the *Answers and commentary* section on page 36.
- Teach your unit of work and make a note of any changes you make to your plan while you are teaching it.
- At the end, ask the class to give you feedback on what they liked/didn't like about the unit. You could ask learners to complete two sentences on a piece of paper and give it to you at the end of the lesson anonymously (without names).
 1. In this unit, I liked ...
 2. In this unit, I didn't like ...

Reflection

- Were you able to complete everything in your unit of work? If not, why not? Where did you lose time?
- What changes would you make to this sequence of lessons if you taught them again? (Think about the feedback from your learners too.)
- Were there any common things the learners liked/didn't like? If so, why do you think that was?

5D Work together: What will help your teaching?

- 1 Share your unit plans and reflections. Were there any common problems?
- 2 Discuss the procedure for planning a unit of work in 5B. What changes would you like to make to this procedure for work in your school?
- 3 Discuss how you can work together to update, store and share unit plans (with teachers at the same level/for next year).
- 4 Work with a colleague to make an outline for another unit of work.



Introduction

Differentiated learning is about providing effective learning opportunities for everyone and allowing all learners to reach their potential. Learners come to class with different ages, abilities, knowledge, interests, personalities, levels of confidence and preferred ways of learning. With so much difference, there is no 'one size fits all' when it comes to education. In the differentiated classroom, you change the materials/resources, the tasks learners do or the level of support/challenge to meet the different needs of the individuals in the group. Although the learners all work towards the same learning outcomes, the paths they take may be different.

A differentiated classroom is inclusive (including and supporting everyone) while celebrating difference. It increases motivation and confidence because learners feel respected as individuals in conditions that allow them to achieve and grow. This element will investigate techniques and strategies you can use, especially ones that don't take a lot of extra preparation, to create a differentiated classroom.

Aims

In this section you will:

- give advice to a teacher who is trying to use differentiation techniques
- match differentiation techniques with their rationales
- try some techniques with your own classes and reflect on the results
- discuss your experience with and beliefs about differentiated learning.

6A Analyse: Can you advise this teacher?

Sara went on a teacher training course about differentiated learning last term. She is now discussing the changes she has made in her teaching. Tick the ideas you think are helpful, and put a question mark next to any problems you can see.

Sara



One change I made was to do more pair work and group work. The learners all have different strengths and weaknesses so when they work together they can help each other. I put them into mixed-ability groups and they always work with the same people. The weaker learners get support and the stronger ones have to think more deeply when they explain things to someone else. It's a shame some of the good learners don't want to work in groups much any more. Sometimes they disrupt the class.

I also learned what to do with learners who finish work quickly (early finishers). They can be a problem if they have nothing to do, so now I always plan to give them more questions to answer or more writing to do. Sometimes I use anchoring. Anchoring is when you prepare a list of short activities that learners can do when they finish early or any time they don't have anything to do (e.g. when they first arrive in class). The activities need to be interesting and something they can do by themselves. My class like it because they can choose which activities they do. They like having a choice. I check what they're doing but I don't mark it unless they ask me.

Reflection

- Look at the problems you have noted. What advice would you give to Sara?
- Why do you think some of Sara's learners don't want to do group work any more?
- What do early finishers do in your classes?

Now read the *Answers and commentary* section on page 36 and compare your ideas with the suggested answers.

6B Think: What do you know?

This section looks at five different ideas you can use for differentiated learning.

Activity

Match the techniques with the rationales.

Technique/strategy	Rationale
1. Choice: learners could choose how they want to present their work, e.g. making a poster, a video, a report, a web page, a brochure, or choose whether they work individually or in pairs.	A. There is always something for early finishers to do. Learners like having some choice.
2. Questioning techniques: often the confident and fast-thinking learners will answer your question before others have had time to think. It's a good idea to wait longer than normal before asking for answers and to select who answers carefully according to how difficult the question is.	B. Pair work gives support to learners who may not think of an answer alone. It also gets better answers because there is more time.
3. Must do/could do: when you write the tasks for the day on the board/worksheet/assignment, you can mark the ones that everyone 'must do' and others that they 'could do' if they have enough time. Learners are able to select which of the 'could do' activities they would like to do.	C. When we let learners choose the activity, we let them work in their preferred working style, which is more effective and enjoyable.
4. Three before me: the learners ask three other classmates for help before asking the teacher.	D. Giving more time generally makes the task easier. It involves more people and means more people can understand the discussion.
5. Talking partners: when you ask a question, the learners have a minute to discuss the answer with a partner before the question is answered.	E. Learners can create their own support networks and become more independent learners.

Now read the *Answers and commentary* section on page 37.

Reflection

- Which of these techniques do you already do? Which would you like to try?
- Can you see any problems with doing any of these activities with your learners? Why?
- Which learners in your class need extra support? Are any learners getting bored and need more of a challenge?
- Can you think of any other techniques for changing the task or the level of support for different learners?

6C Try: How does it work?

Resources: Techniques from 6A and 6B

Time: Two weeks

Rationale

This activity will get you to notice the things you already do to provide differentiated learning, and to try some new techniques as well. You will find out which techniques make the biggest difference with your learners and which ones you can include easily, without a lot of extra preparation.

Instructions

Choose two or three techniques from 6A and 6B that you would like to try.

- Do any preparation that is required.
- Try out the techniques and write down anything you notice on a table like the one below.
- Write down any other techniques for differentiated learning that you have always used.
- If you are trying something new with your classes, discuss with them what you are doing and why.
- If appropriate, ask your learners for feedback, in a shared language. The learners could complete a sentence to give you anonymously: *This technique helped/didn't help me because ...*

Technique	Class	Comments (How did the learners respond? How did you feel?)
Three before me	Class 3	Very well – they were enthusiastic and cooperative. I was a little surprised.

Reflection

- Why did you choose the strategies you chose?
- How effective were they? What could you do to improve them?
- Do your learners need more training for the strategies to be effective? For example, do they know what to do when they finish early? Do they know who to ask if they have a problem and the teacher is busy?

6D Work together: What will help your teaching?

- 1 Share the strategies you tried in 6C and your reflections. What new technique you would like to try and why?
- 2 Look at the following statements by yourself. What is your opinion – I agree/I disagree/it depends? Discuss your opinions in pairs/the whole group.
 - Weaker learners should get more of my time in class.
 - I should teach to the middle level in the class.
 - It's easy to provide differentiated learning opportunities.
- 3 Look at the example of anchoring activities again in the *Answers and commentary* section on page 37. Work together to create another worksheet of anchoring activities your learners could do.

Answers and commentary

1. Describing aims/learning outcomes that meet my learners' needs and the course objectives

1A Analyse: Can you advise these teachers?

Some possible advice for these teachers is:

- Yu Yan could find the aim for activities in the coursebook. Discussing the aims helps learners to understand why they are doing what they are doing and this increases motivation.
- Faizal is clear about what he wants to achieve, but he can improve on this by thinking about why the language is useful for his learners. What will they be able to do at the end of the lesson that they couldn't do before? (For example, *By the end of the lesson, learners will be better able to describe their favourite clothes.*) Learners can then see how this will be useful in their lives.
- Cais needs to consider why she doesn't use the lesson plans/aims she has written. Do they meet the needs of her learners? Are they too difficult? Is there not enough time? Cais should discuss the reasons with her director or a senior teacher as she may not be meeting the overall course objectives. It is possible that the course is not meeting the needs of the learners and a discussion with the director/senior teacher might lead to a change in what is to be taught.

Knowing the lesson aim/learning outcome helps learners to:

- focus on what is important in lessons
- see the big picture and make sense of the lesson as it develops
- assess their own progress
- keep motivated because they can see how the learning is useful to them
- be able to talk about and reflect on what they have learned.

To write learning outcomes that learners can understand, teachers can:

- describe what the learners will do (not the teacher)
- make sure the outcome is measurable – something that can be observed
- use language appropriate to the learners' level
- use action verbs, e.g. *write, describe, discuss*.

1B Think: What do you know?

SMART AIMS (✓): 3, 4, 6

NOT SMART AIMS (×): 1, 2, 5

Some of the problems with the non-SMART aims with possible improvements:

- 1 is not measurable. It is not possible to observe/see what learners know. The teacher could also be more specific about the number of animals and body parts. *By the end of the lesson, you'll be able to match and name eight wild animals and five animal body parts.*
- 2 is not specific enough or measurable. It doesn't have a context i.e. who or what will learners be describing with third person simple present. There is no outcome for the learners so the aim is not measurable. *By the end of the lesson, you'll be able to talk about pets and their habits using third person present simple affirmative and negative.*
- 5 is not specific enough or measurable enough. The teacher does not indicate what specific listening sub-skills will be used. There is no outcome to measure how successful the learners are with listening. *By the end of the lesson, you'll be able to listen to a vet giving advice on taking care of pets for specific information and to complete a list of tips.*

Other examples of aims/learning outcomes:

- By the end of the lesson, you'll be able to write the ending of a ghost story using the simple past affirmative and negative.
- By the end of the lesson, you'll be able to describe a picture of a haunted house for your partner to draw using *there is/there are*.
- By the end of the lesson, you'll be able to read a ghost story for gist and detailed understanding and answer true/false questions about it.
- By the end of the lesson, you'll be able to draw a haunted house and name all the furniture inside it (*bed, sofa, lamp, shower, etc.*).
- By the end of the lesson, you'll be able to use the modal verbs *would* and *might* to talk about what you would do in scary situations.

2. Dividing lessons into coherent stages with realistic estimates of timing

2A Analyse: Can you advise this teacher?

What is Monika doing well?

- Monika has a good structure to her lesson. There is a beginning (reading the paragraph about her brother), a middle (looking at the sentences on the board) and an end (some practice).
- The context is engaging. The learners love to learn something about the teacher's life (her brother).
- The learners copy down the language examples from the board. Writing it down helps them to remember the language and it gives them a record to revise from.
- Monika gives feedback on the worksheet answers.

How could she make her grammar lesson more effective?

- Monika has a good idea to start the lesson with a song to get her learners interested. However, this song is not relevant to the context/topic of the lesson (about her brother) and it is a younger children's song. Learners at Year 9 might feel they are being treated like babies.
- She could start her lesson by showing a photo of her brother and asking the learners to predict things about him by guessing whether statements are true or false.
 - He's a teacher.
 - He lives in the USA.
 - He hasn't got any children.
 - He plays football.
 - He drives a fast car.
- Monika could *not* give them the answers. The learners would then be interested in reading the paragraph to find out the answers.
- Monika has presented the grammar in a teacher-centred way, meaning she was very busy and the learners were doing nothing. The learners were probably bored listening to her for 20 minutes. She could ask the learners to highlight all the verbs in the paragraph and then match them to first person verbs, as shown in the diagram on the next page. It is easier to analyse grammar when we look at real examples from something we listen to or read about. The verb circled in red (*are*) would be useful to discuss since it isn't third person.

My brother's name **is** Kyle. He **s** 29 years old and he **lives** in London. He **s** married and he **has** two children. They **are** very small – just 1 and 3 years old. Kyle **is** a lawyer. He **works** very hard. In his free time, he **plays** football. He **s** crazy about football. His favourite team **is** Manchester United. Kyle also **loves** cars, all kinds of cars. He **drives** a very fast car.

I am → He _____ I live → He _____
 I work → He _____ I play → He _____
 I love → He _____ He drive → He _____

- The worksheet is not very interesting because the sentences are the same as the ones the learners read about. Monika could make sentences about someone different in her family for this practice.
- Monika should spend less time explaining and give more time for the learners to practise using the language. A good final activity would be to have the learners write a paragraph about someone in their family (using third person present simple).

Why do you think learners always make mistakes with third person s?

- Third person s is usually one of the first grammar points learners learn, but research shows that it is one of the last things they get right. This is possibly because the s does very little to change the meaning of the verb.

2B Think: What do you know?

Answers: 1–B; 2–A; 3–C.

Suggested times for each stage:

- Engage: 10 minutes
- Study: 10–15 minutes
- Activate: 25–30 minutes.

Learners need a lot of time to practise using language (the 'Activate' stage) and getting feedback on their performance. If they only listen to the teacher explaining grammar, they will never be able to use English to communicate.

Board slap: Stick pictures on the board. Learners play in two teams with one player from each team at a time. Give them a fly swatter or some rolled-up paper each. When you say one of the animals on the board, the winner is the first learner to hit the correct picture. Learners then change places so the next team member plays. Learners can also call out the animal names.

An example substitution table:

The	giraffe	is	taller	than	the	tiger.
	elephant		bigger			cheetah.
	cheetah		smaller			hippo.
	elephant		slower			cheetah.
	lion		bigger			mouse.
	eagle		faster			hippo.

3. Describing when and how feedback on my learners' performance will be given

3A Analyse: Can you advise these teachers?

	What he/she is doing well	Advice
Suma	<ul style="list-style-type: none"> Suma asks learners to check their answers together in pairs. This means learners are able to peer teach, get support from each other, and have more confidence for when the teacher asks for answers. She waits for everyone to pay attention before doing feedback. 	<ul style="list-style-type: none"> Suma lets all the learners call out answers at the same time. It can be difficult for learners to hear the correct answer. She could nominate a learner to answer each question ('Number 1, please, Sami.') and also write the answers on the board. She could do more to help the learners with the difficult questions, e.g. by asking 'Why?' or having a strong learner explain the rule again. Suma could let the learners ask questions before she finishes. She could praise the class.
Kim	<ul style="list-style-type: none"> Kim praises his learners. He does error correction with language the learners have used. He corrects errors anonymously (the learners don't know who said them). This is a sensitive way to do feedback so learners don't feel embarrassed or lose confidence. Kim uses different colours so that corrections are easy to see on the board. 	<ul style="list-style-type: none"> Kim doesn't do any 'content' feedback (e.g. getting the learners to share some of the interesting ideas they talked about). He could ask learners to share the most interesting free-time activities or who the busiest learner is. Kim focuses only on errors the learners made. This could make the learners lose confidence and motivation. Kim could write on the board two accurate sentences the learners used and two with errors and ask the learners to discuss which ones are correct.

3B Think: What do you know?

	Activity 1	Activity 2	Activity 3*	Activity 4
Monitor to check which questions the learners find difficult.	✓			
Monitor and write down examples of good language use and errors.		✓		✓
Ask learners to check answers in pairs.	✓			

	Activity 1	Activity 2	Activity 3*	Activity 4
Ask learners to share the content of their speaking/writing.		✓	✓	✓
Go through the answers with the class.	✓			
Write examples of good language use and errors on the board.		✓		✓
Let learners ask questions.	✓	✓		✓
Praise the class and close the activity.	✓	✓	✓	✓

* The aim of activity 3 is to get learners interested in the topic at the start of the lesson. The focus is on the content/ideas they shared, not the accuracy of their language.

Techniques for checking answers with the class:

- Ask individual learners to answer questions. Write the answers on the board.
- Prepare an answer key (on the board/PowerPoint/worksheet) for learners to check their answers.
- Write the numbers on the board, but not the answers. Give each number to a different learner 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.

4. Anticipating problems that may arise during the lesson, and planning how to respond to these

4A Analyse: Can you advise these teachers?

Teacher	Some possible advice (what other ideas did you think of?)
Adam	<ul style="list-style-type: none"> • Analyse the language you plan to teach. Think about the meaning, the form (e.g. part of speech, spelling, how the tense is formed) and the pronunciation (e.g. any silent letters or contractions). • Look up a good grammar reference book or a learner's dictionary for the <i>meaning</i> of words. • Learners get confused and ask questions when they don't understand the meaning of grammar/vocabulary or when/how to use it. Make sure you can answer these questions before the lesson. For example, learners will always be confused about when to use past simple or present perfect.

Teacher	Some possible advice (what other ideas did you think of?)
Barsha	<ul style="list-style-type: none"> • Have a checklist of things to think about. What could be a problem with the learners, the classroom, the topic, the materials, the equipment, the language, the activities, etc.? • Ask yourself 'What could go wrong with this?' as you look at any materials/ activities you plan to use. • Anticipating problems doesn't need to take a lot of time. You might just be asking yourself questions ('We're doing pair work. What will I do if someone doesn't have a partner?') as you walk to the classroom. • If you can't answer a question, it's OK to say 'We don't have time at the moment. Let's talk about that tomorrow'. Just make sure you find out the answer and tell the class in the next lesson.
Nan	<ul style="list-style-type: none"> • Always set up and test the equipment/internet/websites, etc. before the lesson starts. • Ask learners who are confident about using technology to help you. • Always have a 'Plan B'. What will you do if the technology fails and you can't continue with your lesson?
John	<ul style="list-style-type: none"> • Allow extra time when you are doing a new activity. • Introduce new activities with language the learners already know or will find easy. • Try the activity with another teacher. This will show you what the problems can be. • Try demonstrating the activity first. For a game, for example, the class could play against you, or a learner or group of learners could play while the rest of the class watches.

4B Think: What do you know?

Answers: 1-C; 2-B; 3-F; 4-A; 5-D; 6-E.

Questions to help you anticipate possible problems. Add your ideas to the list.

Activities	Interaction
Is there any difficult vocabulary in the activities that I will need to teach?	How many groups will I need?
Do the learners know how to do this activity? Will I need extra time?	Will learners choose their own groups/ partners or will I do it?
Do any of the activities have complex instructions? Do I need to demonstrate?	Are there any learners who don't work well together?
Are any activities boring? How could I make them more interesting?	Is there a variety of interaction patterns in the lesson (pair work, group work, individual etc.)?

Language	Managing the lesson
How will I show the meaning of the new language? How will they know when to use the grammar?	What parts of the lesson could make me lose time and not get finished?
Is any spelling difficult, e.g. silent letters, spelling doesn't match pronunciation?	Is the class noisy/quiet/difficult/large/unmotivated?
Are any of the words going to be difficult for the learners to say?	Do some learners need extra support? Will some finish quickly and need extension?
Are there any irregular verbs? Is subject/verb agreement difficult?	
Resources/materials	Other
Is the topic interesting and relevant to the culture of my learners? If not, can I change it? How can I get the learners interested?	Is the listening material difficult to understand, e.g. too fast?
Do I need to write a lot on the board? Do I need a board plan?	Is the classroom set up the way I need it? If not, can the learners help to move the furniture?
Am I using technology? If yes, what is my 'Plan B' if it doesn't work?	Are there any problems with the classroom, e.g. not enough space, too hot/cold/noisy?
Are the pictures large enough/clear enough?	

5. Planning a broad outline for a sequence of lessons, including the recycling of learning content

5A Analyse: Can you advise these teachers?

Isabel's teacher

The lessons on Tuesdays are predictable (always the same). They lack variety in terms of interaction patterns. Isabel's teacher could:

- vary (change) the lesson, e.g. reading+speaking or vocabulary+reading
- plan for a variety of interaction patterns (pair work, group work, etc.), e.g. learners could brainstorm a writing topic in groups, or produce a piece of writing in pairs
- vary activities so they are not so predictable, e.g. ask learners to write questions for the reading instead of answering the questions in the book, use technology (design a website, write a text message, race to find information on the internet), or create a quiz with the reading questions.

Axel's teacher

Axel's teacher may have a lot to cover in the syllabus. However, for learning to become permanent Axel needs opportunities to 'recycle' what he is learning. This means he should repeat the same language or skills doing different activities or in different situations so that he can consolidate his learning. Axel's teacher could:

- make recycling part of every lesson, e.g. by writing revision questions on the board at the start of class, by playing a vocabulary review game, or through homework activities
- decide not to do some things in the coursebook/syllabus that are less important for the class so that there is more time for recycling
- plan lessons so that they link to each, e.g. teaching vocabulary in one lesson that learners might use in speaking/writing in the next lesson, or listening to something that learners will write about in the next lesson.

Priya's teacher

Some of the coursebook material is not interesting or relevant for Priya. Priya's teacher could:

- do a needs analysis with the class to find out what they want/need to learn and what topics they are interested in
- stop doing everything in the coursebook – select things that are appropriate for her learners and reject things that are not interesting or helpful
- ask the learners to look at the next unit in the coursebook and say what they would/wouldn't like to do from it
- adapt activities that are not appropriate for the culture or lives of the learners, e.g. change a reading text about The Beatles (famous English music group) to one about a famous music group from their own country, or a more modern group that is well known to the learners.

Ahmad's teacher

After doing a few units from a coursebook, the units can start to seem the same. The designs are similar and the types of activities are repeated. This can become boring and predictable. Ahmad's teacher could:

- use the SARS principle – **Select** and use what is interesting and helpful from the book, **Adapt** the activities/texts to make them more interesting or culturally appropriate, **Reject** (do not use) things that are boring or the learners don't need, and **Supplement** by adding other materials and activities to the course
- ask the learners to look at the next unit in the coursebook and say what they would/wouldn't like to do from it
- involve the learners in bringing materials for the class, e.g. ask learners to take turns to choose a song to listen to in class (and make a worksheet for it if they can), make a presentation, or bring in something important to talk about
- involve the learners in making activities/materials, e.g. making word cards and picture cards for a matching game (Pelmanism), writing questions and interviewing their classmates, making a word search or a quiz.

5B Think: What do you know?

Answers: 1–D; 2–A; 3–E; 4–C; 5–B.

A checklist for evaluating a unit of work/series of lessons

1. Have you considered what your learners need in your unit?	
2. Is there a balance of lessons types, e.g. grammar, speaking, reading, etc.?	
3. Is there a balance of activities that need a lot of concentration and more relaxed activities?	
4. Is there enough variety (skills, interaction patterns, activities)?	
5. Is the sequence from easy to more difficult and controlled to more open ended?	
6. Are there opportunities for recycling?	
7. Have you decided how to assess the unit?	
8. Are there any activities in the coursebook that you should adapt or reject (not use)?	
9. Have you found extra materials to supplement the coursebook?	

6. Planning for differentiated learning, e.g. for different ability levels or early finishers

6A Analyse: Can you advise this teacher?

Helpful things Sara is doing:

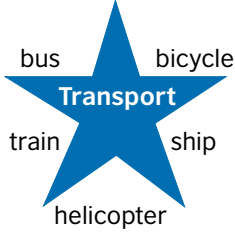
- using pair work and group work to give support to weaker learners and encourage deeper thinking with stronger learners
- organising mixed-ability groups
- planning extra activities for early finishers
- making sure activities for anchoring are interesting
- giving learners choices about what they do when they finish early.

Things for Sara to think about:

- Sara's stronger learners might be bored. They may not feel they are learning anything. Some learners may not get on together. It's a good idea to keep changing the groups. Sara could try grouping her learners in different ways, e.g. putting stronger learners together, grouping them by their interests, letting the learners choose the groups, and random grouping.
- Sara's learners may feel that getting more questions to answer or more writing to do is a punishment. Extension activities should be interesting. Early finishers could create a quiz for the class or do an activity with the vocabulary bag (if you have one). What about using technology as a reward for fast finishers, e.g. the British Council apps? She could have a reading corner. Sara could also try using the 'bus stop'. This is a place marked in the classroom where early finishers go and stand. They quietly discuss the work they have done and any other questions the teacher gives them.

Below is an example of anchoring for vocabulary work (you can write the instructions in a shared language).

Stick this page in the back of your vocabulary book. Do the activities in any order. Put the date next to any activities you finish.

<p>Look at headlines in the newspapers/magazines. Cut out ten adjectives and paste them in your book.</p>	<p>Make a comic strip using seven words from your vocabulary list.</p>	<p>Choose eight difficult words from your vocabulary list. Create a poster to help your classmates learn them.</p>									
<p>Create a word search with 20 words from your vocabulary list. Give it to a friend to do.</p>	<p>Draw a table in your book and write 30 words from your vocabulary list into it.</p> <table border="1" data-bbox="676 719 1002 824"> <thead> <tr> <th>Nouns</th> <th>Verbs</th> <th>Adjectives</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Nouns	Verbs	Adjectives							<p>Draw four topic stars in your book like this one.</p> 
Nouns	Verbs	Adjectives									
<p>Write down</p> <ul style="list-style-type: none"> • eight vegetables • eight types of clothes • eight sports • eight things in the kitchen • eight wild animals. 	<p>Choose ten words that are difficult to spell. Make spelling stairs</p> <p>s b</p> <p>sh bu</p> <p>shi bus</p> <p>ship</p>	<p>Find six words that have silent letters (e.g. <u>k</u>nee). Write them here.</p>									

6B Think: What do you know?

Answers: 1–C; 2–D; 3–A; 4–E; 5–B.

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