

26 Lesson planning: defining aims

A Warm-up

- 1 Choose the statement(s) you agree with. Discuss your choices with a partner and agree on an order of importance.
Lesson aims are important because ...
 - a trainers (and directors of studies) require them.
 - b they make planning easier.
 - c they make lesson plans look more professional.
 - d they frame the criteria by which the lesson will be judged.
 - e learners need to know the focus of the lesson.
 - f they set a goal that can be used to test the learners' achievement.
- 2 Look at the quote from Amy Tsui. What sort of knowledge about students do you think that expert teachers might use when planning? Discuss your ideas with a partner.

Expert teachers always start their lesson planning with their knowledge of the students. Novice teachers, however, tend to focus on what they want to do as a teacher and give relatively little attention to how students will respond to their teaching.

Amy Tsui, 2009

B Types of aim

- 1 Look at the following five lesson aims. Four of them relate to the same lesson. Which one do you think is the odd one out?
 - a To present and practise the form and use of the present perfect with *ever* and *never*.
 - b By the end of the lesson, the learners will have talked about and compared past experiences.
 - c By the end of the lesson, the learners will be able to express future plans and arrangements.
 - d The learners will take part in informal conversation.
 - e To develop my grammar presentation skills.
- 2 Match the lesson aims (a–e) in activity B1 with the types of aim in the box below.

communicative aim (× 2)
linguistic aim

professional developmental aim
skills aim

4 – Planning and resources for different teaching contexts

- 3 Choose the most appropriate aim (a–f) for the lesson described by the teacher below. What is unsatisfactory about the other aims?
 - a to do some speaking
 - b to present and practise the past tense
 - c to practise writing
 - d the learners will tell each other stories about disastrous holidays
 - e to develop oral fluency when narrating past events
 - f by the end of the lesson, the learners will have learned some new words

I'm going to start by telling the students about a recent holiday I had which was a bit of a disaster, and this will involve some past tense examples. Then I'm going to get them to work in pairs to reconstruct my story in writing, and I'll check that they've used the same verbs correctly. Then I'll ask them to think of their own stories, about trips or holidays where things went wrong, and to prepare to tell these stories to each other. To do this they'll first need to plan their stories, and they can use translating apps to look up any words they need. Then I'll put them in pairs to tell their stories. After that, I'll change the pairs so they can tell their stories again, to someone different. This way they can get more fluent, hopefully.

- 4 Read the lesson descriptions A and B, below.
 - a Identify each teacher's main aim and at least one subsidiary aim.
 - b Formulate each teacher's aims (both main and subsidiary), using the rubric: *By the end of the lesson ...*
 - c State whether the main aim is linguistic, communicative, or skills-focused.

A. *I've got a short text about a driving instructor. So the students are going to read that and answer a couple of comprehension questions. I've chosen the text because there are lots of examples of the present perfect simple and continuous. So the text is a way of contextualizing the language so that we can contrast the verb forms and then do a bit of practice.*

B. *We are going to start by talking about money and what students spend their money on. I'm then going to teach verbs that combine with money, like earn money, save, lend, borrow, invest money and so on. I'll then share a profile of a person with financial trouble and the students will write a plan for them of how to improve their financial situation, using some of the verbs I've taught them.*

Material and aims

- 1 For each of the two following pieces of coursebook material, identify and formulate:
 - a a main aim
 - b a possible subsidiary aim
- 2 Classify the aims that you have formulated according to whether they are linguistic, communicative, or skills-focused.
- 3 Imagine you are teaching a group using the material shown, *American Think Level 2*. One of the goals of the class is vocabulary development. Write a subsidiary aim that reflects this. How could you achieve the aim?

4 SOCIAL NETWORKING

OBJECTIVES

FUNCTIONS: giving advice

GRAMMAR: indefinite pronouns
(everyone, no one, someone, etc.)
all / some / none / any of them;

should(n't), had better, ought to
VOCABULARY: IT terms; language
for giving advice

READING

1 **SPEAKING** Work in pairs. Answer the questions.

- 1 Which of these social networks do you know about?
- 2 What do you think of them?
- 3 Do you know about any other social networks?

2 **SPEAKING** Read these statements about using social networks. Which of them are true for you? Discuss them with a partner.

- 1 I've got a Facebook account but hardly ever use it.
- 2 I don't post many comments, but I like to read other people's posts.
- 3 I constantly check for updates on social media.
- 4 I sometimes post comments that I regret later.
- 5 I know of a post that created a problem.

3 **1.28** Read and listen to the article about online behaviour to decide if each sentence is correct or incorrect. If it's correct, mark it A. If it's incorrect, mark it B.

- 1 James Miller did not think before he wrote a post and so he lost his job. ☐
- 2 His boss apologised for giving James work that wasn't very interesting. ☐
- 3 Cathy's birthday party ended in disaster because her parents went out that evening. ☐
- 4 A study from last year shows a lot of teens had problems because of their behaviour on the web. ☐
- 5 The writer of the article thinks that you can't make everybody happy with your posts. ☐
- 6 He says that before writing a post you should think of reactions you might get. ☐
- 7 He thinks that we need to be as friendly online as we are in real life. ☐
- 8 He says that posting things when you're unhappy is a good way to feel better. ☐

4 Work in pairs. Correct the statements marked B.



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4 SOCIAL NETWORKING



Think before you act online

Sometimes what we post on our favourite social networks can have consequences we didn't expect. One weekend, 20-year-old James Miller posted on his Facebook page that his job was 'soooo boring'. When he got to work on Monday his boss told him to clear his desk and get out. He gave him a letter, too. It said: 'After reading your comments on Facebook about our company, we understand you are not happy with your work. We think it is better for you to look for something that you will find more interesting.'

A few years ago, a girl's birthday party turned into a nightmare. Fifteen-year-old Cathy posted an invitation to her birthday party online. She posted her address, too. When her parents got back from the cinema that evening, they couldn't believe their eyes. There were 500 people at the party, and some of them were smashing windows, breaking potted plants and making a total mess of the house.

Most teens think they know everything about social media, and that things like this could never happen to them. A study shows that last year alone, more than three million young people worldwide got into trouble because of their online activities.

Here are some important tips. None of them can guarantee 100% Internet security, but all of them will help you to be safer online.

RULE 1: Share with care!

Not everyone will like what you write on Facebook or Twitter. Think before you post something. You can never completely control who sees your profile, your texts, your pictures, or your videos. Before clicking 'post', everyone should ask themselves two questions: 'How will I feel if my family or teachers see this?' and 'How might this post be bad for me in three, five or ten years from now?'

RULE 2: Be polite when you write!

Imagine someone is unfriendly in real life. You don't like it, right? Well, the same is true of online communication. Politeness matters, and anyone can be polite. No one likes it when you 'shout' in your messages. **DON'T USE ALL CAPITALS!!!!!!** If you feel angry or frustrated while you're writing a message, wait a bit. Read it again later and then send it.

RULE 3: Protect and respect!

Don't share your passwords with anyone. Don't post your home or email address online. Beware of 'cyberbullying' – don't forward rumours about other people, and don't say negative things about them. If you get messages like that or see them online, talk to an adult you know.

THINK VALUES

Responsible online behaviour

1 Read the statements. Write them in two lists under *Do* and *Don't*.

- say bad things about other people online.
- talk to your teacher or another adult if you get bullied on social media.
- think carefully before you write a post about yourself or other people.
- write a post about someone when you are angry with them.
- write posts containing personal information about your family.
- think before you post a photo of yourself or someone else.

2 **SPEAKING Work in pairs. Compare your lists with your partner. Think of at least two more statements for each list.**

American Think Level 2

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Is she your sister?

GRAMMAR

be present:
am, is, are

- 1 Complete the positive + and negative - sentences with 'm, 're, 's, 'm not, aren't, isn't. 1.10 Listen to check. P

+	-
1 Hi, I <u>'m</u> Sally.	6 I _____ his sister. I'm his girlfriend.
2 You _____ Krishnan.	7 Sally _____ Rob's colleague.
3 This is James. He _____ my husband.	8 Rob and Krishnan _____ brothers.
4 We _____ Rob's parents.	
5 They _____ Rob's friends.	
'm = am 's = is 're = are	isn't = is not aren't = are not

- 2 Complete the questions ? with Are and Is. 1.11 Listen to check. P

?	✓	✗
1 _____ you Rob's father?	Yes, I am.	No, I'm not.
2 _____ Krishnan your colleague?	Yes, he is.	No, he isn't.
3 _____ they your parents?	Yes, they are.	No, they aren't.

- 3 a Write your name and the names of five people you know. Put a line between the people who know each other.
b Work in pairs. Look at your partner's names and write five questions about the people with is and are.

Is Junko your sister? Are you Simona's friend? Are Akio and Rumi colleagues?

Grammar reference
and practice, p132

SPEAKING

- 4 Ask and answer questions.

Is Junko your sister?

No, she isn't. She's my ...

English Unlimited Elementary

KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- main aim
- subsidiary aim
- linguistic aim
- communicative aim
- skills-focused aim

REFLECTION

Look at these questions written by trainee teachers for their trainers after they have been teaching.

- a Can you answer any of the trainees' questions?
b If not, what further information would help you to give advice?

Andrzej:

My lesson was meant to be about reading but the learners seemed to be enjoying the lead-in, the speaking activity, so much and they were all using English so I didn't want to stop them. But that meant that I didn't have much time for the reading. Do you think I should have finished the speaking activity sooner?

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Sophie:

I started teaching and I thought the atmosphere was awful. The students seemed so bored. They had just already done a long reading lesson before my lesson and there was no energy. I missed out some of the controlled practice of the new language because I just wanted to get to the game, which was more lively. I thought the lesson got better after that. Should I have done all the controlled practice? I know they were still making mistakes at the end.

Samira:

I don't find this elementary class very easy and wasn't very happy with that lesson. I wanted to teach language for talking about plans - but by the time I had explained 'going to' and the present continuous, and gone through how to make the sentences negative and how to make questions, the lesson was just about over and there was no time for any practice.

Jane:

There was a listening exercise in the book with a few comprehension questions. I know this class really loves learning new expressions so I used the transcript to teach things like 'not bad', 'quite nice' and 'pretty good' - ways of expressing evaluation. Do you think I should have just stuck to the book?

Reference

Tsui, A. (2009). Teaching Expertise: Approaches, Perspectives and Characteristics. In A. Burns and J. C. Richards (eds.), *The Cambridge Guide to Second Language Teacher Education*. New York: Cambridge University Press.

27 Lesson planning: lesson design and staging

A Warm-up

- 1 Choose one of the following sentences and complete it.

A good lesson is like a film, because ...

A good lesson is like a football, match because ...

A good lesson is like a meal, because ...

A good lesson is like a symphony, because ...

- 2 Find somebody who chose the same sentence stem as you. Did you complete the sentence in a similar way?

B A common lesson format: PPP

PPP stands for the broad stages of a popular lesson format – Presentation, Practice, Production.

- 1 Work in pairs. Put these stages of a lesson in a logical order. How long would you expect to spend on each stage in a 45-minute lesson?

Level: Intermediate

Aim: To focus on the differences in form and use between the past simple and past continuous

Stage	Time	Interaction	Activity
		Ss-Ss	The teacher divides the class into three groups. Each group makes up a story.
		T-Ss Ss-T	The teacher asks questions to check understanding. Learners respond.
1	0–5	T-Ss Ss-T Ss-Ss	The teacher asks learners about their favourite stories when they were young. Learners volunteer stories and/or work in pairs to tell their favourite stories.
		T-Ss Ss-T	The teacher confirms and/or clarifies the form with examples, as necessary, and then gives out a series of rules of use of the verb forms. Learners decide which rules go with which verb form and pick out examples from the text.
		Individual	Learners complete sentences, deciding whether the past simple or continuous is more appropriate.
		Ss-text	The teacher gives out a short story and asks learners to underline examples of the past simple in blue and underline examples of the past continuous in red.
		Ss-Ss	The teacher forms new groups, comprising one person from each of the other groups. The learners tell each other their stories.

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- 2 Compare your solution with that of another pair of trainees. Explain why your order is logical.
- 3 Identify three stages of the lesson after which the teacher could usefully check that the learners have correct answers.
- 4 Answer the questions.

Presentation	1 Which stages in B1 constitute the presentation of the new language, including its contextualization? 2 How is the new language item contextualized?
Practice	3 Which stage in B1 gives 'controlled' practice? 4 In what sense is this 'controlled'?
Production	5 Which stages in B1 constitute the production stage of the lesson? 6 What would you expect a teacher to do after the learners have had the chance to use the language?

A common lesson format: Task-based learning

- 1 Read this teacher's description of a lesson, based on task-based learning, and then answer the questions below.

I told the learners about a game I like to play, where you think of who you would invite to your dream dinner party and I told them who I would most like to invite to my dinner party – Nelson Mandela, Frida Kahlo and Charlie Chaplin – and why I would like them to be at my party. The students then planned who they would like to invite, before working in groups to come up with an agreed list of six people for their co-hosted party. I listened while they discussed and helped when they needed vocabulary. Each group then reported back and afterwards we each said whose party we would most like to be at. We then went over some of the language they had used and how they could improve it. As well as correcting some errors, I highlighted some useful words and phrases – things like that.

[A task is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than on form.

David Nunan, 1989

- a What was the main task?
- b What happened before the main task?
- c What happened after the main task?

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- 2 a The teacher also said: 'I played the learners a recording of some expert users of English playing the same game.'
- Where would you put the recording in the lesson sequence?
- b The teacher also said: 'I often get my learners to repeat the task after they have done it once, or to do a very similar task.'
- What advantages do you think repeating the task might have?
- 3 Work in groups. Design a lesson around the task below. Think of pre-task, task and post-task stages. Allocate approximate timings that you would expect to spend on each stage, assuming a 45-minute lesson. Include the interaction patterns that would be likely to occur. Assume that the learners are at B2 level and are studying a general English class.

Work in small groups. You have £1,000,000 to donate to charities and good causes. Decide together how you will distribute the money.

D Giving advice

Look at the comments made by teachers below. Can you think of any advice that would help them?

- 1 I have to use a coursebook and it uses a PPP format. There's always a text, the book takes some sentences from the text, we analyse them and practise them. It's ok, but it gets repetitive. I'd like to have more communication at the start of the lesson.
- 2 We use PPP in my school a lot, but it can be frustrating because we often run short of time and the production phase has to be cut short.
- 3 My students definitely expect some traditional grammar teaching but I think they need more communication activities, so I am not sure of the best way forward.
- 4 I like the idea of TBL, but I am not sure it will work. My learners are only elementary level and they need more support before they speak.
- 5 I have used TBL and the learners enjoyed it, but because I didn't know what new language items I would be teaching I couldn't provide any practice, and I felt bad about that.

KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- *task-based learning (TBL)*
- *task*
- *pre-task*
- *language focus*
- *PPP (presentation, practice, production)*

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REFLECTION

- 1 Are there any similarities between PPP and TBL lessons? What are the principal differences?
- 2 Complete the sentences. Then compare your ideas with a partner.
 - 1 Learners' needs and interests should be considered when
.....
 - 2 A good lesson usually includes a variety of
.....
 - 3 There is more than one way that teachers can
.....
 - 4 Communication phases of lessons can be placed
.....
 - 5 The language focus of a lesson can be placed
.....
 - 6 Most lessons should include both communication and
.....

Reference

Nunan, D. (1989). *Designing Tasks for a Communicative Classroom*. Cambridge: Cambridge University Press.