LESSON PLANNING IN ELT

PRODUCTIVE SKILLS

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Lesson planning in ELT
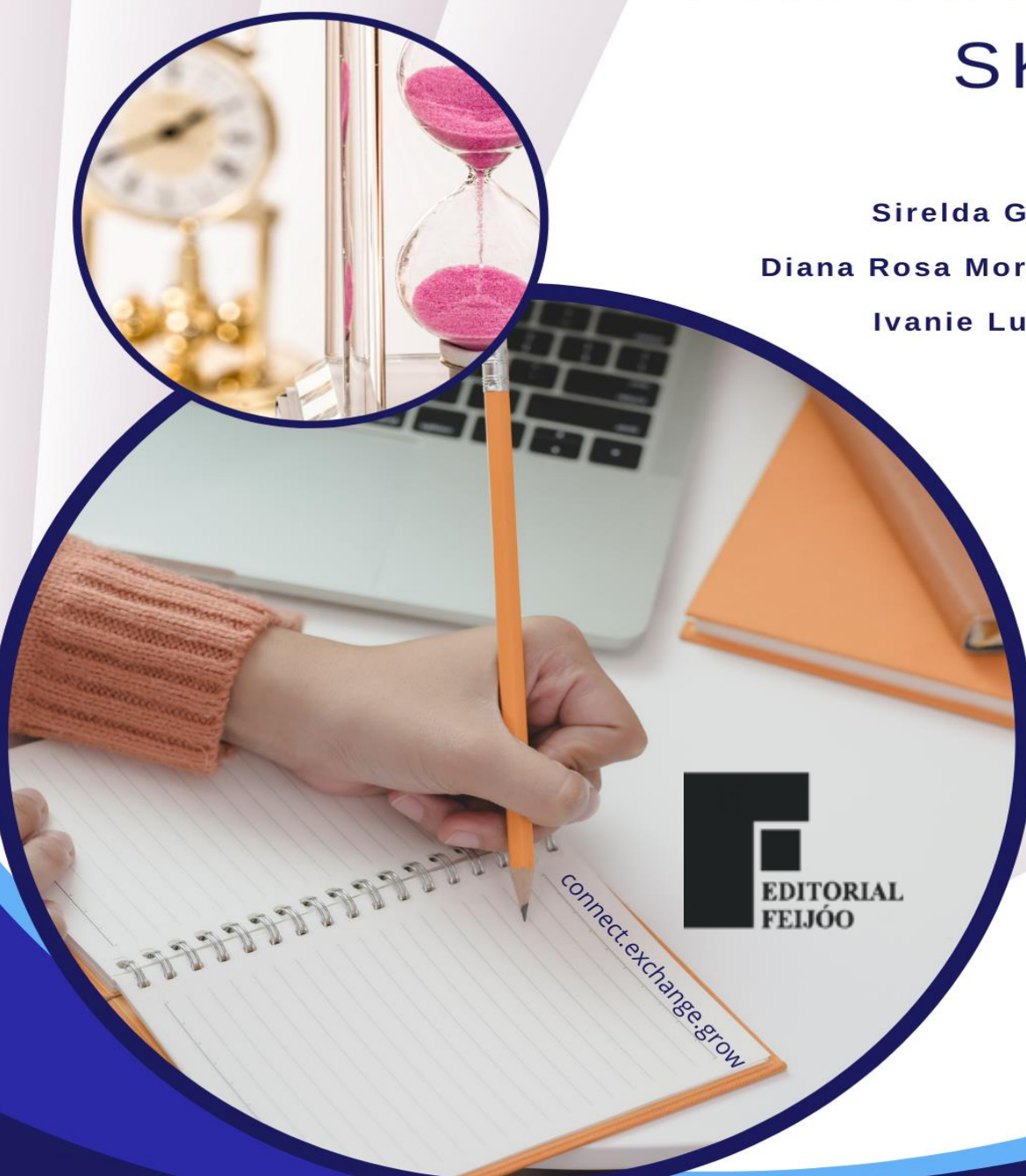
It is a useful tool for both, undergraduate and novice teachers. It provides a compilation of theoretical and practical materials and methodological procedures, ideas, and examples covering a wide range of up-to-date topics concerning lesson planning in ELT. It helps to better understand the process and products of lesson planning to succeed in such a task. It follows a glocal view that considers what is globally accepted regarding lesson planning and locally relevant for the Cuban context.

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Getting started with lesson planning

Lesson planning: Cornerstone in ELT

Learning to plan a lesson is just like any other skill. It takes time and practice. Experience on this concern is acquired with the time. Developing any skill goes through a series of concise stages: recognition, practice, production and creation. The same happens with lesson planning, as a process of learning, pre-service teachers first need to get familiar with the process of planning a lesson, then practice and reflect on how to do it with mediation or support, of model or examples to follow and the help of the trainer, until he or she is able do it by him/herself, until becoming conscious competent teachers.

Planning the teaching learning process (TLP) is one of the main activities of the teacher. Effective planning is based on the knowledge of:

- The general goals of the educational level
- The objectives of the course or subject
- Students' abilities, aptitudes, needs and interests
- Communicative-Linguistic and cultural-educative contents to be enhanced in accordance with the themes of the subject.

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Although planning is the shared responsibility of administrators, supervisors, and teachers, the individual teacher must modify any existing plans and originate his or her own plans for teaching in the classroom based on students' needs and according to his-her teaching style.

Planning the unit and its lessons are the main planning tasks for teachers. It is a form of decision making and it requires previous self-methodological preparation.

In the context of teaching English as a foreign language (FLT), "new trends" and "modern approaches" can refer to related concepts, although they are not identical.

1. New Trends in FLT:

New trends in FLT refer to emerging practices and innovative approaches gaining relevance in English language teaching.

These trends may include the use of authentic materials (such as real- world news or situations) and global communication in English.

For example, incorporating technology and student-centered methodologies are current trends in FLT.

2. Modern Approaches in FLT:

Modern approaches encompass methodologies and strategies used for effective and up-to-date English language instruction.

These approaches are often based on recent research and adapted to the needs of today's learners.

For instance, the task-based approach emphasizes practical language use and student engagement.

In summary, both terms relate to the evolution of English language teaching, with new trends specifically focusing on emerging practices, while modern approaches encompass a variety of updated methodologies. Staying informed about both can enhance classroom teaching quality.

Communicative Language Teaching Models

These days, Communicative Language Teaching (CLT) is by far one of the most popular approaches and methods in language teaching. In CLT there are different models to follow while planning lessons. It is important to notice that they all offer advantages and disadvantages. It has been pointed out that there is no perfect method just GOOD PRACTICES.

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Section 1. The lesson plan

Without a plan, teachers might struggle to maintain coherence and progression in their lessons. A lesson plan is a document that describes the activities and contents to be carried out in a class or school activity. It is a planning tool that helps teachers structure the theoretical and practical pedagogical content of their subjects. The lesson plan makes it possible to anticipate the objectives, methods, forms of presentation and evaluation activities to be used in the teaching-learning process. It is the result of the process of methodological self-preparation, Thus, in this official document, the teacher foresees, in a logical way, how the lesson will take place, its fulfillment is not a straitjacket, that is, the lesson plan is a flexible guide that the teacher designs, but it is adjusted to the needs that will appear in the educational practice that takes place in the classroom.

In short, writing an effective lesson plan is not simply filling in a lesson plan template as some teacher trainers think, it is the result of a thinking process and study, which should take place before writing the lesson plan, about the what, what for, how, with what, and for whom the lesson is planned.

SEVEN STEPS TO EFFECTIVE LESSON PLANNING

1

Step 1 – OBJECTIVE(S)
'Where am I going?'

Objectives specify the outcomes we hope to produce (Students will ... identify, recognize, infer, practice, reproduce, apply, use, define, measure, demonstrate, debate, explain, construct)

Step 2 – INTRODUCTION
'How do I set the stage?'

2

Introduction utilizes students' prior knowledge, uses an anticipatory set, gets them excited, draws them in, etc.

Transition is smooth

3

Step 3 – BODY OF LESSON
'How will I get there?'

Directions or modelling from teacher recap instructions, student activities/tasks, monitor understanding

Step 4 – PREPARE RESOURCES
'What do I need?'

4

Organize aids, resources, readings, questions, etc. that will be used to support the lesson

5

Step 5 – CLOSURE
'What have the students learned?'

Students summarize/retell what has been learned, integrate skills

Step 6 – ASSESSMENT
'How will I know I have met my objectives?'

6

Determine to what extent students met objectives, utilize tools such as self – assessment, peer assessment, criterion based rubric, observation, etc.

7

Step 7 – EXTENSION/ ENRICHMENT   'Have I met everyone's needs?'

Providing activities for those students who invariably finish early, enrichment activities who excel at the lesson tasks, etc.

Task:

Now that you have studied the seven steps to effective lesson planning write a brief critical reflection based on your GOOD teaching practices and the theory behind it. Do not forget to include the following aspects:

Logical order of the steps you follow

✓ Steps you have added or not followed in GOOD teaching practices
✓ The role of creativity when planning a lesson
✓ The flexibility of the steps

1: Setting Learning Objectives

Identifying Learning Objectives

Learning objectives are statements that describe what students will be able to do by the end of a lesson or unit. Establishing clear objectives is fundamental for planning effective lessons, as they guide the selection of content, activities, and assessment methods.

When identifying learning objectives, it is important to consider:

- The students' language proficiency level
- The language skills you want to develop (listening, speaking, reading, writing)
- The topics or communicative functions to be addressed
- The students' prior knowledge

The Objective of the Lesson

An effective lesson plan begins with well-defined and clearly articulated objectives. These objectives serve as a roadmap, outlining the desired learning outcomes for students.

Understanding Objectives

Definition: An objective is a concise statement that describes what students should know or be able to do by the end of the lesson. It focuses on the destination rather than the journey, providing a clear target for both teaching and learning.

Importance of Clear Objectives

Guidance for Activities: Well-written objectives help educators select appropriate activities that align with the intended outcomes, ensuring that each lesson remains focused and purposeful.

Evaluation Tool: Objectives provide a framework for assessing student learning at the conclusion of the lesson, allowing teachers to measure progress effectively.

Student Awareness: Clearly articulated objectives inform students of what is expected from them, fostering a sense of direction and purpose in their learning journey.

Crafting Effective Objectives

Writing a precise objective is crucial for ensuring that your lessons are aligned with educational standards and long-term instructional goals. A well-defined objective not only clarifies your

expectations for student performance but also guides your planning for lesson content and assessments.

Writing SMART Objectives

For learning objectives to be effective, they should be SMART:

- Specific: They should be clear and concise, avoiding ambiguity.

- Measurable: They should be able to be evaluated to determine if they have been achieved.

- Achievable: They should be realistic and appropriate to the students' level and context.

- Relevant: They should be meaningful and contribute to the development of language competencies.

- Time-bound: They should specify a timeframe for achieving them.

Examples of SMART objectives for an English lesson:

- By the end of the lesson, students will be able to describe their daily routines using the present simple tense.

- In pairs, students will write a 5-7 sentence paragraph about their favorite hobbies, using vocabulary learned in class.

Writing the lesson objective

When crafting lesson objectives, it is essential to specify the level of content assimilation expected from students. These levels of assimilation can be categorized as follows:

Levels of Assimilation

- Recognition: Students should be able to identify, recognize, and infer new content.

- Reproduction: Students should be capable of practicing, repeating, imitating, and replicating the content presented.

- Application: Students should be able to put the learned content into practice, applying it in relevant contexts.

- Creation: Students should demonstrate their ability to create, innovate, and construct using the content in various contexts beyond the classroom. Writing the learning outcomes

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Writing Learning Outcomes

To effectively write learning outcomes, consider the following three components:

- A Measurable Verb: Choose a verb that clearly indicates the expected action.
- Important Conditions: Specify any conditions under which the performance is to occur.
- Criterion of Acceptable Performance: Define the standard that must be met for the performance to be considered successful.

Three Parts of an Objective

Objectives should not be complex; they should convey three key elements:

- Action: What the student will be able to do.
- Conditions: The context or circumstances under which the student will perform the action.
- Mastery Level: The standard of performance required for the student to demonstrate mastery.

Action

- When you think of what you want students to know and be able to do, it is critical to think in terms of an action—a behavior you can observe.
- Students can show what they have learned by talking or writing about it, performing a skill, or acting out a set of behaviors. Action words can describe exactly what you expect the student to do

Some words which suggest actions "Do," (I. Enriquez, 2016)

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Knowledge verbs	Comprehension verbs	Application verbs	Analysis verbs	Synthesis verbs	Evaluation verbs
Define Memorize List Recall Repeat Relate Name	Restate Discuss Describe Identify Locate Report Explain Express Recognize Review	Interpret Apply Practice Illustrate Demonstrate Dramatize Use Translate Express Write	Distinguish Differentiate Appraise Analyze Criticize Compare Contrast Examine Relate	Compose Plan Propose Create Prepare Organize Arrange	Judge Appraise Evaluate Revise Select Measure Value Assess

Start

Generally, when you write the action, you **start** with the phrase, "the student will" and add the verb and phrases that clearly describe what the student will be expected to know or do:

- The student will write a five-paragraph essay.
- The student will paraphrase the meaning of a poem.
- The student will throw the ball.
- The student will greet customers.

Conditions

- Once you have described the action or behavior you expect, you are now ready to describe the conditions.
- You are really just thinking about the **circumstances** in which you want the action to occur.
- When you are describing the conditions, you can include prompts, materials, directions, time limits, or special locations that the student will use when performing the observable behavior

Taken from **Designing Lessons for the Diverse Classroom. A Handbook for Teachers** by Debby Houston, Ph.D. (2002)

- Conditions can also be described in terms of the circumstances that will exist while the student performs the behavior. You can describe circumstances in a variety of ways. Some examples are provided in the chart below.

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Type of circumstances	Examples
Location or setting	in the library, in a group, at a job site
Context	preparation for a speech to the class
Format	multiple-choice test, writing probe, worksheet
Time	within an hour, for one week, in one minute
Directions	using a 3-step process, following the scientific method, without notes

- Your conditions may include any assistance that the students will be given to demonstrate what they have learned. Students will be able to use this assistance to perform the task. The following chart provides examples of the types of assistance that can be incorporated into your objective

Type of assistance	Example
Prompts	a report outline, a story starter, a writing prompt, a list of words
Tools or materials	a calculator, flash cards, laboratory specimen

Generally, when you write the conditions, you start with the word "given" then add a description of the situation or circumstance that will be used.

- ❑ given a topic on current events
- ❑ given a calculator and five-minute time limit
- ❑ given a set of sixteen spatial problems

Conditions often reflect the type of assessment you should use to measure whether or not the student has met the objective.

It is important that you align the conditions described in the objective with the assessment procedures.

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Mastery Level

- The last part of an objective is the **mastery level**. The technical term for this is proficiency.

- A simple way to think about mastery level is when the student "gets it!" Mastery is really a type of pass/fail grading system.

- Mastery level is often expressed numerically such as 90% accuracy or 4 of 5 times.

- Generally, when you write the mastery level, you start with the word **"with,"** then add a description of the mastery level.

  - ❑ with 90% accuracy
  - ❑ with no errors
  - ❑ with accurate vocabulary

A model

Once you have determined the three parts of an objective, you will combine them to clearly communicate the lesson expectations. The model below shows how the parts of the objective are combined.

$$Conditions + Action + Mastery\ Level$$

Example: Given a writing prompt, the student will write a paragraph with no punctuation errors about how to manage the family economy

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In Cuba Instruction and Education go hand in hand, that's why the objective is divided into four parts:

Skill, goal, (action verb) What to do?	Knowledge, What to learn?	Procedures, How to learn it?	What for?
Identify, recognize, analyze, infer, deduce, reproduce, summarize, imitate, use (CF)	Linguistic communicative contents: V, G, P CF,	Way: Methods, techniques, Procedures to learn/ how to do the action or develop the skill	Educative & cultural content/intention: cross curricular goal, glocal topics, values

Example of lesson objectives: SPEAKING

Presentation:	Controlled practice:	Less controlled practice:	Free practice:
To identify the patterns of the simple present tense, the necessary vocabulary and pronunciation to talk about daily routines by understanding a mini dialogue and the way people plan their time and daily activities effectively To identify the grammatical structure, the vocabulary and the pronunciation used	To reproduce the patterns of the simple present tense, the necessary vocabulary and their pronunciation and spelling to talk about daily routines by completing some cloze dialogues while planning our time effectively and showing respect for peoples' daily activities and time To practice the grammatical	To practice the simple present, the necessary vocabulary and pronunciation to talk about daily routines by role playing in pairs some dialogues showing respect for people's daily activities and time Practice the grammatical structure, the vocabulary and the pronunciation used to ask and talk about	To talk about daily routines accurately and fluently by performing in pair and small groups some conversations and interviews while showing respect for people's daily activities and time To apply the grammar structure, the vocabulary and the pronunciation used to ask and talk about pet animals by means of oral and

to ask and talk about pet animals by means of a mini-dialogue, imitation-repetition in order to promote taking care of the environment and being careful with fauna.	structure, the vocabulary and the pronunciation used to ask and talk about pet animals by means of pair work and individual activities, while promoting taking care of the environment and being careful with fauna.	pet animals by means of pair work and individual activities, while promoting taking care of the environment and being careful with fauna.	written exercises while promoting taking care of the environment and being careful with fauna.

Example of lesson objectives: WRITING

Presentation of model text:	Guided writing:	Free writing:
The students should be able to identify the main characteristics of a descriptive text about clothes and accessories, following a model approach, by doing oral and written activities while working individually and in pairs, to promote economic resilience. The students should be able to: •identify the main characteristics of a written text to describe a place, following a product/model	The students should be able to reproduce the main characteristics of a descriptive text about clothes and accessories, following a model approach, by doing oral and written activities while working individually and in pairs, to promote economic resilience. The students should be able to: • write, in pairs, a text describing a historical /cultural place taking as a guide the model text already	The students should be able to write a descriptive text about clothes and accessories, following a process approach, by doing oral and written activities while working individually and in pairs, to promote economic resilience. The students should be able to: • Write a text describing a famous historical place by following a process approach

approach, by doing oral and written activities while working individually and in pairs •to continue reinforcing national identity by acknowledging the importance of historical and cultural Cuban places	presented by following a product/model approach •to continue reinforcing national identity by acknowledging the importance of important Cuban places.	• Show national identity with Cuban history

Practicing Objective Setting

Exercise: Write SMART objectives for the following model lesson:

Level: A2 (Primary)

Topic: Farm animals

Duration: 45 minutes

Instructions:

1. Individually, write 2-3 SMART objectives for this lesson.

2. Share your objectives with a partner and receive feedback.

3. Revise and adjust your objectives based on the feedback received.

Using British Council Lesson Plans to Inspire Objectives

The British Council's TeachingEnglish website offers a wide variety of lesson plans for different levels and topics. These plans can serve as inspiration and models when setting learning objectives.

Exercise:

1. Explore some British Council lesson plans related to your teaching context.
2. Identify the learning objectives in the lesson plans.
3. Adapt and personalize those objectives to create your own.

Recommended Resources:

• British Council Lesson Plans: Lesson plans | TeachingEnglish | British Council

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- Article: "How to Write Effective Learning Objectives": https://www.teachingenglish.org.uk/article/how-write-effective-learning-objectives

2: Designing Lesson Sequences

2.1. Analyzing Lesson Structure

An effective lesson plan has a clear structure that guides the flow of the class. Typical lesson stages include:

- Warm-up: An engaging activity to introduce the topic and activate prior knowledge.
- Presentation: Introduction of new language or concepts.
- Practice: Controlled and guided activities for students to apply what they've learned.
- Production: Open-ended activities that allow students to use the language creatively.
- Wrap-up: A final activity to review and consolidate learning.

Considering these stages can help you create a well-structured lesson that supports student learning.

2.2. Lesson Formats

There are several common lesson formats that teachers can use when planning their lessons. Among them are: Present-Practice- Produce (PPP), Test-Teach-Test (TTT), Task- based Language Teaching (TBLT), Engage, Study, Activate (ESA), Technology-Enhanced Learning (TEL).

Next, there is a summary the main characteristics and stages of some of the most frequently used models in the Cuban context.

Presentation, Practice, Production (PPP):

The 'P-P-P' lesson model was an essential feature of Situational Language Teaching and was widely taught to EFL teachers in the 1980s/1990s. It is also called a 'logical line lesson' as it follows a linear sequence in which students are taught the language, given controlled practice and then use the language in a freer way.

In the 'P-P-P' lesson plan model, the three P's stand for:

- Presentation: The teacher introduces new language or concepts.

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- Practice: Students complete controlled activities to practice the new language.
- Production: Students use the language in more open-ended, communicative activities.

Test-Teach-Test (TTT) or Task-Based Learning (TBL)

The 'P-P-P' lesson plan model works well with lower levels when you can assume that the students have not seen this language before. However, its use is limited at higher levels, when you can assume that students are already familiar with the grammatical structures you are planning to teach. At higher levels, students may be familiar with certain grammatical structures but fail to produce of the lesson, provide practice in language gaps then assess how much they have learned. This model is called Test-Teach-Test and is also the model used in Task-Based Learning (TBL).
The main phases of a 'T-T-T' or TBL lesson are as follows:

Task-Based Learning (TBL):

- Pre-task: Students are introduced to the topic and task.
- Task: Students complete a communicative task using the target language.
- Post-task: The teacher provides feedback and focuses on form.

Test-Teach-Test (TTT):

- Test: Students complete a task to assess their current knowledge.
- Teach: The teacher presents and explains the new language.
- Test: Students complete a similar task to demonstrate their learning.

Engage, Study, Activate (ESA):

Both the 'P-P-P' and 'T-T-T' models follow linear sequences. However, language lessons don't always follow this model and the 'E-S-A' lesson plan model was developed to describe such non-linear lessons. 'E-S-A' refers to the 3 elements present in a language classroom to help students learn effectively. A successful lesson sould ave a balance of trese elements:

- **Engage:** Motivation and interest and feelings are stimulated
- **Study** : students learn to analyze language materials, involves conscious attention to linguistic forms
- **Activate** : Communicative activities are assigned with a particular context or topic, students use language as freely and communicatively as they

Technology-Enhanced Language Learning (TELT)

Technology-Enhanced Language Teaching (TELT) can be effectively incorporated into lesson plans to enhance language learning experiences. Here's how to structure a lesson plan using TELT principles:

Lesson Plan Structure Using TELT

1. **Objectives**
- Define clear learning objectives that utilize technology to improve language skills. For example:
- Students will be able to use a specific language structure in conversation.
- Students will enhance their vocabulary through interactive digital tools.

2. **Materials Needed**
- List the technology tools and resources required for the lesson, such as:
- Computers or tablets
- Language learning apps (e.g., Duolingo, Quizlet)
- Online collaboration platforms (e.g., Google Docs, Padlet)
- Multimedia resources (videos, podcasts)

3. **Introduction (10 minutes)**
- Begin with a brief introduction to the topic using a multimedia presentation.
- Engage students by asking them to share their experiences with the language topic.

4. **Main Activities (30 minutes)**
- Activity 1: Interactive Practice
- Use language learning apps to practice vocabulary or grammar through games or quizzes.
- Students can work in pairs or small groups, allowing for collaborative learning.
- Activity 2: Online Discussion
- Set up a forum or use a platform like Padlet for students to post their thoughts on a specific question related to the lesson.
- Encourage students to respond to each other's posts to foster interaction.

5. **Assessment (15 minutes)**
- Conduct a formative assessment using an online quiz tool (e.g., Kahoot! or Google Forms) to evaluate students' understanding of the lesson content.
- Provide immediate feedback based on their performance.

6. **Closure (5 minutes)**
- Summarize key points of the lesson and encourage students to reflect on what they learned.

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- Assign a follow-up activity using a technology tool, such as a short video presentation or a blog post about the topic discussed.

7. **Reflection**
- After the lesson, reflect on what worked well and what could be improved. Consider how technology facilitated learning and engagement.

Incorporating TELT into lesson plans not only enhances student engagement but also helps develop digital literacy skills, which are essential in today's educational landscape.

Selecting an appropriate lesson format can help structure the sequence of activities and support student learning.

2.3. Selecting and Sequencing Activities

When designing a lesson sequence, consider the following:

- Variety: Include a mix of activity types (e.g. individual, pair, group work) to maintain student engagement.
- Progression: Order activities from more controlled to more open-ended to scaffold learning.
- Timing: Allocate appropriate time for each activity based on its purpose and complexity.
- Transitions: Plan smooth transitions between activities to avoid disruptions.

Example activity sequence for a lesson on "Describing Daily Routines":

1. Warm-up: Students discuss their morning routines in pairs.
2. Presentation: Teacher introduces vocabulary and grammar for describing daily routines.
3. Practice: Students complete a worksheet with sentence completion and matching exercises.
4. Production: Students create a short video describing their daily routines.
5. Wrap-up: Students share their videos with the class and provide peer feedback.

2.4. Creating a Lesson Sequence

Exercise:

1. Choose a topic or theme for a lesson (e.g. hobbies, travel, food).
2. Brainstorm a variety of activities that could be included in the lesson.

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3. Arrange the activities in a logical sequence, considering the lesson structure and progression of learning.
4. Estimate the time required for each activity and adjust the sequence as needed.
5. Write a detailed lesson plan outlining the activities, timing, and transitions.

Refer to the British Council's extensive collection of lesson plans for inspiration and examples of well-structured lessons.

Recommended Resources:

- British Council Lesson Plans: https://www.teachingenglish.org.uk/lesson-plans
- Article: "Designing Effective Lesson Plans": https://www.teachingenglish.org.uk/article/designing-effective-lesson-plans

3: Selecting and Creating Teaching Resources

3.1. Identifying Appropriate Resources

Effective teaching requires a variety of resources to support student learning. When selecting resources, consider the following:

- Relevance: Ensure the resources align with the lesson objectives and target language.
- Level: Choose resources that are appropriate for the proficiency level of your students.
- Engagement: Select resources that will capture students' interest and attention.
- Variety: Incorporate a mix of textual, visual, and audio-visual resources.

The British Council's TeachingEnglish website offers a wealth of high-quality resources for English language teachers, including lesson plans, activities, videos, and more.

3.2. Adapting Existing Resources

In addition to using ready-made resources, you can also adapt existing materials to better suit your teaching context. This may involve:

- Modifying content: Adjusting the topic, language, or level of difficulty.
- Changing the format: Transforming a reading text into a listening activity or vice versa.
- Personalizing: Incorporating local references or student interests.
- Supplementing: Adding extra practice, extension, or scaffolding activities.

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When adapting resources, ensure that the changes align with your lesson objectives and support student learning.

3.3. Creating Original Resources

Sometimes, you may need to create your own resources to meet the specific needs of your students. This could include:

- Worksheets and handouts: Designing activities, exercises, or reference materials.
- Multimedia resources: Producing videos, audio recordings, or interactive presentations.
- Realia and visuals: Collecting or creating authentic materials, such as menus, signs, or images.
- When creating original resources, consider the following:
- Clarity: Ensure instructions and content are easy to understand.
- Aesthetics: Make the resources visually appealing and engaging.
- Practicality: Ensure the resources are easy to use and accessible.

The British Council's TeachingEnglish website provides guidance and templates to help you create effective teaching resources.

3.4. Evaluating and Refining Resources

After using a resource, reflect on its effectiveness and make any necessary adjustments. Consider factors such as:

- Student engagement: Did the students find the resource interesting and motivating?
- Learning outcomes: Did the resource help students achieve the intended learning objectives?
- Ease of use: Was the resource easy to implement in the classroom?

Continuously evaluating and refining your teaching resources will help you build a collection of high-quality materials that support student learning.

Recommended Resources:

- British Council Lesson Plans and Activities: https://www.teachingenglish.org.uk/lesson-plans
- Article: "Creating Effective Teaching Resources": https://www.teachingenglish.org.uk/article/creating-effective-teaching-resources
- British Council Resource Bank: https://www.teachingenglish.org.uk/resources

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Exercise: Resource Evaluation

Review a lesson plan or set of teaching materials and evaluate the resources used. Consider the following criteria:

1. Relevance: How well do the resources align with the lesson objectives and target language?

2. Level: Are the resources appropriate for the proficiency level of the students?

3. Engagement: Do the resources seem likely to capture students' interest and attention?

4. Variety: Is there a mix of textual, visual, and audio-visual resources?

Provide a brief written evaluation of the resources, highlighting their strengths and areas for improvement.

Reflection Questions:

1. What factors do you typically consider when selecting resources for your lessons?

2. How do you ensure the resources you use are engaging and effective for your students?

Exercise: Resource Adaptation

Choose an existing resource (e.g., a reading text, listening activity, or worksheet) and adapt it to better suit your teaching context. Consider the following adaptations:

1. Modifying the content (topic, language level, or difficulty)

2. Changing the format (e.g., transforming a reading into a listening activity)

3. Personalizing the resource to incorporate local references or student interests

4. Supplementing the resource with additional practice, extension, or scaffolding activities

Explain the rationale behind your adaptations and how they improve the resource for your students.

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Reflection Questions:

1. What are the benefits of adapting existing resources rather than creating everything from scratch?

2. What are some common challenges you face when adapting resources, and how do you overcome them?

Exercise: **Designing a Worksheet or Handout**

Create an original worksheet or handout to support a lesson in your subject area. Consider the following:

1. Clearly define the learning objectives and target language.

2. Design the resource with a clean, visually appealing layout.

3. Include instructions that are easy to understand.

4. Incorporate a variety of activity types (e.g., fill-in-the-blanks, matching, short answer).

5. Ensure the content and activities are relevant and engaging for your students.

Share your resource with a partner and gather feedback on its clarity, aesthetics, and practicality.

Reflection Questions:

1. What factors do you consider when creating your own teaching resources?

2. How do you ensure the resources you develop are effective and meet the needs of your students?

Recommended Resources:

- British Council Lesson Plans and Activities: https://www.teachingenglish.org.uk/lesson-plans
- Article: "Creating Effective Teaching Resources": https://www.teachingenglish.org.uk/article/creating-effective-teaching-resources
- British Council Resource Bank: https://www.teachingenglish.org.uk/resources

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4: Planning Lessons for Different Levels and Contexts

4.1. Planning for Early Childhood and Primary Education

When planning lessons for young learners in early childhood and primary education, consider the following:

- Shorter attention spans: Incorporate a variety of engaging activities and frequent changes of pace.
- Emphasis on listening and speaking: Focus on developing oral communication skills through songs, games, and interactive tasks.
- Multisensory approach: Use visuals, realia, and hands-on activities to support learning.
- Scaffolding and repetition: Break down tasks and provide opportunities for repetition and practice.
- Classroom management: Plan for smooth transitions and establish clear routines and expectations.

4.2. Planning for Secondary Education

When planning lessons for secondary students, keep the following in mind:

- Developing language skills: Balance the focus on all four language skills (listening, speaking, reading, writing).
- Promoting learner autonomy: Incorporate activities that encourage independent learning and critical thinking.
- Relevance and engagement: Choose topics and tasks that are relevant and engaging for adolescent learners.
- Differentiation: Provide options and adaptations to cater to different proficiency levels and learning styles.
- Exam preparation: Incorporate practice with exam-style tasks and test-taking strategies.

4.3. Planning for Adult Learners

When planning lessons for adult learners, consider the following:

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- Learner autonomy: Encourage adults to take an active role in their learning and provide opportunities for self-directed study.
- Relevance and practicality: Ensure the content and activities are relevant to the learners' needs and interests.
- Diverse backgrounds: Accommodate learners with different educational and cultural backgrounds.
- Flexibility: Be prepared to adjust the lesson plan based on the needs and feedback of the adult learners.
- Collaborative learning: Incorporate pair and group work to foster peer learning and interaction.

4.4. Adapting Lesson Plans from the British Council

When adapting lesson plans from the British Council's resources, consider the following steps:

1. Analyze the lesson plan: Carefully review the objectives, activities, and resources to understand the overall structure and focus.
2. Assess your teaching context: Consider the proficiency level, age, and needs of your students, as well as the available resources and time constraints.
3. Modify the plan: Adapt the lesson plan by adjusting the content, activities, or pacing to better suit your teaching context.
4. Supplement with additional resources: Incorporate supplementary materials from the British Council's extensive resource bank to enhance the lesson.
5. Pilot and refine: Implement the adapted lesson plan, evaluate its effectiveness, and make any necessary revisions for future use.

Refer to the British Council's lesson plan repository for a wide range of examples and templates to inspire your own lesson planning.

Recommended Resources:

- British Council Lesson Plans for Young Learners: https://www.teachingenglish.org.uk/lesson-plans/young-learners
- British Council Lesson Plans for Secondary Students: https://www.teachingenglish.org.uk/lesson-plans/secondary
- British Council Lesson Plans for Adult Learners: https://www.teachingenglish.org.uk/lesson-plans/adults
- Article: "Adapting Lesson Plans for Different Contexts": https://www.teachingenglish.org.uk/article/adapting-lesson-plans-different-contexts

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Exercise: **Adapting a Lesson for Young Learners**

Take a lesson plan designed for older students and adapt it for young learners in early childhood or primary education. Consider the following:

1. Shortening the length of activities and incorporating more variety.

2. Emphasizing listening and speaking skills through songs, games, and interactive tasks.

3. Using visuals, realia, and hands-on activities to support learning.

4. Breaking down tasks and providing opportunities for repetition and practice.

5. Establishing clear routines and expectations for smooth transitions.

Share your adapted lesson plan with a partner and discuss the changes you made to make the lesson more appropriate for young learners.

Exercise: **Designing a Differentiated Activity**

Create a differentiated activity that addresses the same learning objective but provides options to cater to different proficiency levels and learning styles of secondary students. Consider the following:

1. Identifying the learning objective and target language.

2. Designing a core activity that all students will complete.

3. Providing extension activities for advanced students.

4. Offering scaffolded support for struggling students.

5. Incorporating opportunities for student choice and autonomy.

Present your differentiated activity to the group and explain how it addresses the diverse needs of secondary learners.

Exercise: **Needs Analysis for Adult Learners**

Conduct a needs analysis to determine the specific needs and interests of adult learners in your context. Consider the following:

1. Surveying students about their goals, interests, and prior experiences.

2. Analyzing the course objectives and content to identify areas of relevance and practicality for adult learners.

3. Observing students during class to identify their learning preferences and challenges.

4. Conducting individual interviews with students to gather more detailed feedback.

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Based on the needs analysis, create a lesson plan that incorporates activities and content tailored to the specific needs and interests of adult learners in your context.

Recommended Resources:

- British Council Lesson Plans for Young Learners: https://www.teachingenglish.org.uk/lesson-plans/young-learners
- British Council Lesson Plans for Secondary Students: https://www.teachingenglish.org.uk/lesson-plans/secondary
- British Council Lesson Plans for Adult Learners: https://www.teachingenglish.org.uk/lesson-plans/adults
- Article: "Adapting Lesson Plans for Different Contexts": https://www.teachingenglish.org.uk/article/adapting-lesson-plans-different-contexts

5: Teaching Strategies and Approaches

5.1. Methodological Approaches

There are several well-established methodological approaches that can be effective in the English language classroom:

Communicative Language Teaching (CLT):

- Focus on developing communicative competence through authentic, meaningful interactions.

- Emphasis on fluency over strict accuracy, with a focus on real-life language use.

- Learner-centered activities that encourage student participation and negotiation of meaning.

Task-Based Language Teaching (TBLT):

- Lessons organized around the completion of meaningful, real-world tasks.

- Tasks provide the context for the introduction and practice of language.

- Learners use the target language to achieve a specific outcome or goal.

Content and Language Integrated Learning (CLIL):

- Integrates the learning of content (e.g., science, history) with the learning of a language.

- Develops both subject-matter knowledge and language proficiency simultaneously.

- Promotes the use of the target language as the medium of instruction.

When selecting an appropriate methodological approach, consider factors such as your teaching context, learner needs, and desired learning outcomes.

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5.2. Engaging Instructional Techniques

To foster active student participation and engagement, try incorporating the following techniques:

Information Gap Activities:

- Pair or group activities where students must exchange information to complete a task.

- Promotes authentic communication and negotiation of meaning.

Role-Play and Simulations:

- Students assume different roles and act out real-life scenarios.

- Develops communication skills and cultural awareness.

Cooperative Learning:

- Students work together in small groups to complete a task or project.

- Encourages collaboration, problem-solving, and peer learning.

Questioning Techniques:

- Use a variety of question types (open-ended, closed, probing) to elicit student responses.

- Promotes critical thinking and language production.

5.3. Adapting to Different Learning Styles

Students have diverse learning preferences and styles. Incorporating a range of activities that cater to different modalities can help ensure all learners are engaged and supported.

Visual Learners:

- Use visual aids, such as images, diagrams, and videos.

- Encourage the creation of mind maps, charts, and other graphic organizers.

Auditory Learners:

- Incorporate listening activities, audio recordings, and oral presentations.

- Encourage discussions, debates, and role-play.

Kinesthetic Learners:

- Provide opportunities for physical movement, such as Total Physical Response (TPR) activities.

- Incorporate hands-on tasks and project-based learning.

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By diversifying your teaching strategies and adapting to different learning styles, you can create a more inclusive and effective learning environment for your students.

Recommended Resources:

- British Council Lesson Plans and Activities: https://www.teachingenglish.org.uk/lesson-plans
- Article: "Communicative Language Teaching Techniques": https://www.teachingenglish.org.uk/article/communicative-language-teaching-techniques
- Article: "Adapting Your Teaching to Different Learning Styles": https://www.teachingenglish.org.uk/article/adapting-your-teaching-different-learning-styles

Exercise: **Matching Methodological Approaches**

Match the following methodological approaches to their descriptions:

1. Communicative Language Teaching (CLT)

2. Task-Based Language Teaching (TBLT)

3. Content and Language Integrated Learning (CLIL)

A. Lessons organized around the completion of meaningful, real-world tasks

B. Integrates the learning of content (e.g., science, history) with the learning of a language

C. Focuses on developing communicative competence through authentic, meaningful interactions

Answers:

1. C

2. A

3. B

Reflection Questions:

1. Which of these methodological approaches do you currently use in your teaching? How effective have they been?

2. What factors would you consider when selecting an appropriate methodological approach for your teaching context?

Exercise: **Designing an Information Gap Activity**

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Create an information gap activity for your students on a topic related to your subject area. Consider the following steps:

1. Identify the language skills and target language you want to practice.

2. Divide the necessary information into two parts, with each part containing some unique information.

3. Assign one part of the information to Student A and the other part to Student B.

4. Provide instructions for how the students should interact to exchange information and complete the task.

Reflection Questions:

1. How can information gap activities promote authentic communication and negotiation of meaning?

2. What other engaging instructional techniques have you used successfully in your classroom?

Exercise: **Learning Style Inventory**

Complete a learning style inventory to identify your own dominant learning preferences. Then, reflect on the following questions:

1. How does your learning style influence the way you approach teaching and lesson planning?

2. What strategies can you implement to cater to the diverse learning styles of your students?

3. Describe an activity or lesson you have designed that incorporates multiple learning modalities.

Recommended Resources:

- British Council Lesson Plans and Activities: https://www.teachingenglish.org.uk/lesson-plans
- Article: "Communicative Language Teaching Techniques": https://www.teachingenglish.org.uk/article/communicative-language-teaching-techniques
- Article: "Adapting Your Teaching to Different Learning Styles": https://www.teachingenglish.org.uk/article/adapting-your-teaching-different-learning-styles

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6: Assessment and Feedback

6.1. Formative and Summative Assessment

Effective assessment in the language classroom involves both formative and summative approaches:

Formative Assessment:

- Ongoing assessment that provides feedback to guide and improve student learning.
- Examples include classroom observations, quizzes, exit tickets, and self-assessments.
- Helps identify strengths, weaknesses, and areas for further development.

Summative Assessment:

- Assessment of learning at the end of a unit or course to measure student achievement.
- Examples include tests, exams, projects, and presentations.
- Provides a final evaluation of student performance and mastery of learning objectives.

By incorporating both formative and summative assessment, you can gain a comprehensive understanding of your students' progress and tailor your instruction accordingly.

6.2. Assessment Tools and Techniques

The British Council's TeachingEnglish website offers a variety of assessment tools and techniques that you can use in your classroom:

Observation Checklists:
- Record observations of student performance and participation during lessons.
- Useful for assessing speaking, listening, and collaborative skills.

Rubrics:
- Detailed scoring guides that define criteria for different levels of performance.
- Can be used to assess writing, presentations, projects, and other tasks.

Self-Assessment and Peer-Assessment:
- Encourage students to reflect on their own learning and provide feedback to their peers.
- Promotes learner autonomy and metacognitive skills.

Portfolio Assessment:

- Collection of student work that demonstrates progress over time.

- Allows for a more holistic evaluation of language development.

6.3. Providing Feedback and Adjusting Instruction

Effective feedback is essential for supporting student learning and progress. Consider the following guidelines:

Timely and Specific:

- Provide feedback as soon as possible after the assessment or activity.

- Focus on specific strengths, areas for improvement, and next steps.

Constructive and Encouraging:

- Balance constructive criticism with positive reinforcement.

- Avoid discouraging or demotivating language.

Actionable and Tailored:

- Offer concrete suggestions for how to improve.

- Differentiate feedback based on individual student needs.

Use the feedback you gather to adjust your lesson planning and instructional strategies. This will help you better meet the needs of your students and support their continued language development.

Recommended Resources:

- British Council Guide to Classroom Assessment: https://www.teachingenglish.org.uk/article/a-guide-classroom-assessment
- Article: "Providing Effective Feedback to English Language Learners": https://www.teachingenglish.org.uk/article/providing-effective-feedback-english-language-learners
- British Council Assessment Resources: https://www.teachingenglish.org.uk/resources/assessment

Exercise: **Identifying Formative and Summative Assessments**

Read the following assessment examples and determine whether they are formative or summative assessments:

1. A weekly quiz on vocabulary words covered in class.

2. A final exam at the end of the semester.

3. An exit ticket where students summarize the key concepts learned in the lesson.

4. A research paper due at the end of the unit.

5. Classroom observations of student participation and discussions.

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Answers:

1. Formative assessment

2. Summative assessment

3. Formative assessment

4. Summative assessment

5. Formative assessment

Exercise: **Creating a Rubric**

Develop a rubric to assess a student presentation on a topic related to your subject area. Consider the following criteria:

- Content (accuracy, depth of understanding)

- Organization (logical flow, clarity)

- Delivery (eye contact, volume, pace)

- Visual aids (relevance, design)

- Overall effectiveness

Assign point values or performance levels (e.g., Exceeds Expectations, Meets Expectations, Needs Improvement) for each criterion.

Exercise: **Feedback Reflection**

Think about a recent assessment or activity you conducted in your classroom. Reflect on the following questions:

1. What type of feedback did you provide to your students (e.g., written comments, verbal feedback, peer feedback)?

2. How timely was the feedback, and did it address specific strengths and areas for improvement?

3. How did you ensure the feedback was constructive and encouraging?

4. What adjustments did you make to your instruction based on the feedback and assessment results?

Write a short reflection on your experience and identify any areas for improvement in your feedback and adjustment practices.

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Recommended Resources:

- British Council Guide to Classroom Assessment: https://www.teachingenglish.org.uk/article/a-guide-classroom-assessment
- Article: "Providing Effective Feedback to English Language Learners": https://www.teachingenglish.org.uk/article/providing-effective-feedback-english-language-learners
- British Council Assessment Resources: https://www.teachingenglish.org.uk/resources/assessment

7: Integrating Technology in Lesson Planning

7.1. Exploring Digital Resources

The British Council's TeachingEnglish website offers a wealth of digital resources that can be integrated into your lesson planning:

Lesson Plans and Activities:

- Browse the extensive collection of ready-made lesson plans that incorporate digital elements.

- Adapt and customize the activities to suit your teaching context.

Multimedia Resources:

- Access a variety of videos, audio recordings, and interactive materials to use in your lessons.

- Leverage these resources to enhance language learning and engage your students.

Online Tools and Applications:

- Explore the range of digital tools and apps recommended by the British Council.

- Incorporate these into your lessons to support different learning activities and assessment.

When selecting digital resources, consider factors such as relevance, ease of use, and alignment with your lesson objectives.

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7.2. Designing Technology-Enhanced Activities

Integrating technology into your lesson planning can help create dynamic and engaging learning experiences for your students. Consider the following strategies:

Interactive Presentations:

- Use presentation software or online platforms to create visually appealing and interactive lessons.

- Incorporate multimedia elements, such as images, videos, and animations, to support language learning.

Online Collaboration:

- Utilize collaborative tools, such as Google Docs or Microsoft 365, to facilitate group work and peer feedback.

- Encourage students to work together on projects or presentations using these digital platforms.

Gamification:

- Incorporate educational games, quizzes, and simulations to make language practice more engaging and enjoyable.

- Leverage the competitive and interactive nature of games to motivate students.

Flipped Classroom:

- Assign digital content, such as videos or online activities, for students to explore before the lesson.

- Use class time for more interactive, student-centered activities that build on the pre-lesson work.

7.3. Planning a Technology-Integrated Lesson

When planning a lesson that integrates technology, consider the following steps:

1. Identify the learning objectives: Determine the specific language skills or knowledge you want your students to develop.

2. Select appropriate digital resources: Choose resources from the British Council's collection or other reputable sources that align with your lesson objectives.

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3. Design engaging activities: Incorporate the digital resources into a sequence of activities that promote active learning and language practice.

4. Consider logistics: Ensure you have the necessary equipment and infrastructure to implement the technology-enhanced lesson effectively.

5. Evaluate and reflect: After the lesson, assess the impact of the digital elements on student learning and engagement. Use this feedback to refine your approach for future lessons.

Refer to the British Council's resources on integrating technology in the language classroom for more guidance and examples.

Recommended Resources:

- British Council Digital Resources: https://www.teachingenglish.org.uk/resources/digital
- Article: "Integrating Technology in the Language Classroom": https://www.teachingenglish.org.uk/article/integrating-technology-language-classroom
- British Council Webinars on EdTech: https://www.teachingenglish.org.uk/professional-development/webinars

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Section 2. Planning speaking lessons

Learning about Speaking

As it was stated before a well-crafted lesson plan acts as a map, guiding teachers toward their desired teaching outcomes. It ensures balanced, appropriate, and professional instruction, benefiting both teachers and learners. Developing speaking skills empowers learners to express themselves, connect globally, and engage meaningfully in English-speaking environments.

What is speaking?

Speaking is a productive skill that belongs to oral communication. Most people think that it is the most important of the four language skills. It could be true if the purpose is to use the language orally: to speak.

In the process of oral communication, the speaker interacts with a listener where both change their roles in the conversation. That is to say, the speaker may become a listener and the other way around.

Feedback (showing understanding), choice (speaker' selection of what and how to speak according to the context) and information gap (the other (listener) does not know what the speaker is going to say) are psychological processes which are involved in communication.

What are the purposes for speaking?

Spoken language may be used for two main purposes:

For interaction or social purposes: The emphasis is on creating harmonious interactions and not for communicating any information. E.g. greeting, making casual 'chats', telling jokes, etc.

For transactional purposes: The emphasis is on communicating information, i.e. it is 'message' oriented. Coherence and accuracy are important to present the information.

What is the goal of teaching speaking?

The goal of teaching speaking is oral fluency; that is, the ability to express oneself intelligibly: reasonably accurately and without too much hesitation.

The SPEAKING lessons

In the teaching and learning of SPEAKING skills, if you follow a PPP model in your lessons, they are usually divided into three main stages:
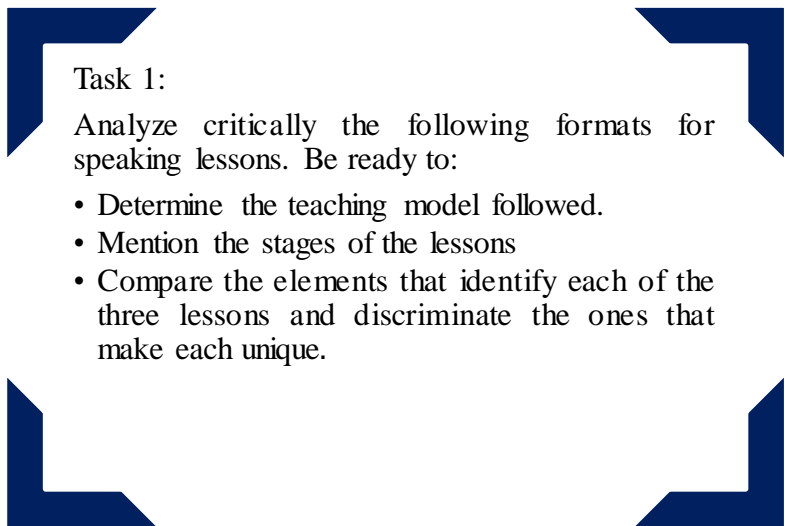
The Presentation stage is aimed at introducing the new content. The students will understand and get familiar with the content to be presented: the necessary vocabulary and grammar structure in integration with pronunciation in a communicative context. It may be done in two different ways:

- Deductively: which involves the learners being given a general rule, which is then applied to specific language examples
- Inductively: approach which challenges students to formulate their own beliefs or concepts by examining all the evidence provided and recognizing patterns to arrive at solutions. i.e., to have the students analyze examples and find rules behind them

Controlled Practice – The practice stage aims at developing accuracy in language by providing opportunities for learners to use the target structure and the necessary vocabulary in integration with pronunciation during the class. This stage is also controlled since the tasks are prepared by the teacher to have control on the results.

Free Practice – this production stage is aimed at developing fluency in language use, i.e, to have the students use the language freely, without any restriction. Students are given the opportunity to practice and use the language freely in meaningful activities. For each of them we suggest a format.

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Task 1:

Analyze critically the following formats for speaking lessons. Be ready to:

- Determine the teaching model followed.
- Mention the stages of the lessons
- Compare the elements that identify each of the three lessons and discriminate the ones that make each unique.

Formats of Speaking Lessons

The <u>Presentation Lesson</u>

Level:	Grade:		Class:	
Unit # and Title:				
Type of lesson: Speaking	**Stage:** Presentation of new content		**Topic:**	
Contents: (grammar, vocabulary and pronunciation items for a given communicative purpose)				
Time allotted:	**Teaching aids and resources:** videos/cards/workbooks/pictures/posters/ draws/ technological resources.			
Objective(s): • Start with and action verb (identify/recognize/infer…) • Consider not only <u>instruction</u> (to develop in the students a basic level of communicative competence /teaching English contents) but also <u>education</u> (To strengthen the students' behaviors and personality/formation of moral values) • It should be Specific – Measurable – Attainable - Relevant – Time bound				
1. **Warm Up:** • **Time allotted:** • **Aim:** To motivate the students to learn the new content by creating the need to learn the new content).	Procedures. The teacher: 1. Greets the students and calls the roll 2. Activates the students' previous knowledge: Creates activities to explore what the students already know about the topic 3. Introduces the class topic and communicates the class aim to the students.			
2. **Follow up:** • **Time allotted:**	Procedures: The teacher:			

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• **Aim**	1. presents the content (grammar, pronunciation & vocabulary) in a communicative context (communicative function) and design activities to check students' understanding. (Techniques to present the new content are: sample sentences, acting out dialogues; students-teacher interaction, video/ audio text, passages…)

If a passage/ video/audio text is used to present the new content then, plan: before reading/watching / listening activities; while reading/watching / listening and after reading/watching / listening activities, always giving choices. Do not forget to check comprehension

2. Writes the presentation fragment on board or on a poster (text passage; dialogue/mini – dialogue; micro situation; sample sentences). The students should write it on their notebooks.

3. Reads it aloud, students follow and repeat in small groups/pairs/individually

4. Gets able students to read for the whole class

5. Explains any necessary vocabulary or pronunciation item

6. Reads it aloud again and has the students listen / read it aloud and do shadowing/ read aloud in pairs. Some pairs read aloud or make demonstrations to the whole class.

7. Gets everybody to practice in pairs. Walks around the classroom helping/correcting mistakes and making sure everybody is working

8. Has the students practice the mini – dialogue but now substituting information (personal or other) Present/teach the vocabulary that may be used.

9. Selects some couples (the ones that were rather nice, or did something rather amusing, or that really have used all the structures and everything you have asked them) to perform the activity before the class |

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		10. Corrects mistakes noticed. 11. Analyzes the necessary grammar, either inductively or deductively, by creating charts or any other useful technique to explain the rules. Teach: form, meaning and use in integration with vocabulary and pronunciation.
3.	**Close up:** • **Time allotted:** • **Aim**	The teacher: • Assigns any concluding activity • Has the students summarize/ reflect on their learning process • Has them self /peer evaluate: reflect on strengths and weaknesses • Assigns homework • Motivates for next lesson • Other
4.	**Reflections on what needs to be covered during the next class session**	

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The Controlled Practice Lesson

Level:	Grade:	Class:
Unit # and Title:		
Type of lesson: Speaking	Stage: Controlled practice	Topic:
Contents: (grammar, vocabulary and pronunciation items for the communicative purpose already presented)		
Time allotted:	Teaching aids and resources: videos/cards/workbooks/pictures/posters/charts/draws, technological resources.	
Objective(s): • Start with and action verb (practice/reproduce/rehearse/apply…) • Consider not only instruction (to develop in the students a basic level of communicative competence/teaching English contents) but also education (To strengthen the students' behaviors and personality/formation of moral values) • The objective should be Specific – Measurable – Attainable - Relevant (or Result-focused) – Time bound		
1. **Warm Up:** • **Time allotted:** • **Aim:** To motivate the students to practice the content already presented by creating the need to automatize the necessary skills to use it).	Procedures. The teacher: 1. Greets the students and calls the roll 2. Activates the students' previous knowledge: Creates activities to explore what the students already know about the topic 3. Introduces the class topic and communicates the class aim to the students.	
2. **Follow up:**	The teacher:	

• **Time allotted:** • **Aim:** To have the students practice the content until they automatize the necessary skills to use it	1. Organizes classroom activity as required in each activity (pairs, small groups…) 2. Assigns exercises one by one, i.e., in logical order so as to have the Ss practice the contents presented: grammatical items, vocabulary, pronunciation related to the communicative function. Some of the exercises used for this purpose are: • Matching • Unscramble: letters of words, words of a sentences or parts of conversations… • Puzzles • Disappearing dialogues • Gapped dialogues • Open-ended dialogues • Improvisations basing on a dialogue script • Accuracy games. 3. For each task or activity consider: a) purpose or aim (derived from the lesson objective), b) Pacing or time allotted c) clear task orientation and with the corresponding procedures to do the activity d) task or activity e) Aids & resources. 4. Monitors the practice going around the class either to help the students or to correct them on the spot **5.** Has the best pairs/groups make demonstrations to the whole class.
3. **Close up:** • **Time allotted:** • **Aim**	The teacher: • Makes any general correction or reteaches any necessary aspect • Assigns any concluding activity • Has the students summarize what was done in class

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	• Has them self /peer evaluate learning: reflect on strengths and weaknesses, points of improvements
	• Assigns homework, explaining tasks clearly
	• Motivates for next lesson
	• Other

| 4. | **Reflections on what needs to be covered during the next class session:** |

The <u>Free Practice Lesson</u>

Level:	**Grade:**	**Class:**
Unit # and Title:		
Type of lesson: Speaking	**Stage:** Free practice	**Topic:**
Contents: communicative purpose(s)		
Time allotted:	**Teaching aids and resources:** videos/cards/workbooks/pictures/posters/ draws/technological resources.	

Objective(s):

• Start with and action verb (talk …, ask and answer questions about…)

• Consider not only <u>instruction</u> (to develop in the students a basic level of communicative competence/teaching English contents) but also <u>education</u> (To strengthen the students' behaviors and personality/formation of moral values)

• The objective should be Specific – Measurable – Attainable - Relevant (or Result-focused) – Time bound

5. **Warm Up:**	Procedures.
	The teacher:
• **Time allotted:**	1. Greets the students and calls the roll
• **Aim:**	2. Activates the students' previous knowledge:
To motivate the students to practice	Creates activities to explore what the students already know about the topic

the content already presented by creating the need to automatize the necessary skills to use it).	3. Introduces the class topic and communicates the class aim to the students.
6. **Follow up:** • **Time allotted:** • **Aim:** **To have the students practice the content until they automatize the necessary skills to use it**	The teacher: 1. Organizes classroom activity as required in each activity (pairs, small groups…) 2. Orients a productive practice of the communicative function(s), assigning exercises one by one, i.e., in logical order 3. Considers for each task or activity: a) purpose or aim (derived from the lesson objective), b) Pacing or time allotted c) clear task orientation and with the corresponding procedures to do the activity d) task or activity e) Aids & resources. 4. Bears in mind that the activities should be: • a system, designed to develop fluency, as the main goal of this stage). • organized in logical order based on their level of complexity, and moving from the easiest to the most difficult ones, from the simplest to the most complex, from the most controlled to the less controlled ones. 5. Has the best pairs make demonstrations to the whole class 6. Has the students work in pairs and small groups 7. Facilitates the practice going around the class, taking down notes on general mistakes but without interrupting the students' work.

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	8. Has the students correct their own mistakes at the end of the activity or does remedial work with the general mistakes, can reteach any necessary content 9. Monitors the practice going around the class either to help the students or to correct them on the spot **10.** Has the best pairs/groups perform the activities to the whole class.
III-Close up: • **Time allotted:** • **Aim**	The teacher: 1. Makes any general correction or reteaches any necessary aspect 2. Assigns any concluding activity 3. Has the students summarize what was done in class. 4. Has them self /peer evaluate learning: reflect on strengths and weaknesses, points of improvements 5. Assigns homework, explaining tasks clearly 6. Motivates for next lesson **7.** Other
7. **Reflections on what needs to be covered during the next class session:**	

Task 2:

Go back to the previous formats of speaking lessons and:

Look at the elements included in the objectives suggested for the three lessons. (see pages 46-53)

Complete the following chart out of them.

lesson objective	action verb	Communicative-linguistic content	educative-cultural content	How to attain it

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Task 3. Find out what makes the objective designed in the speaking lessons

A) **Specific:** _____

B) **Measurable:** _____

C) **Attainable:** _____

D) **Relevant:** _____

E) **Time bound:** _____

Practice makes perfect

Right now you are going to be familiar with localizations of lessons in the Cuban Context. Analyze the task before going through the examples.

Task: Look at the following system of lessons. Based on what you have learned, do the activities below.

a.   What model of language teaching do the lessons follow? Explain briefly

b.   Can they be considered a system of lessons? Give three reasons

c.   Are they aligned to the formats presented before? List three main characteristics.

d.   What elements of the formats were taken into account? Which ones were not?

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The <u>Test – Teach – Test Lesson Format</u>

Level:	Grade:	Class:
Unit # and Title:		
Type of lesson:	**Stage:**	**Topic:**
Content areas: (grammar, vocabulary and pronunciation items for a given communicative purpose)		
Time allotted:	**Teaching aids and resources:** videos/cards/charts/workbooks/pictures/posters/draws/technological resources	
Objective(s): • Start with and action verb • Consider not only <u>instruction</u> (to develop in the students a basic level of communicative competence/teaching English contents) but also <u>education</u> (To strengthen the students' behaviors and personality/formation of moral values) • It should be Specific – Measurable – Attainable - Relevant – Time bound		
Stage 1: Test (diagnostic) **<u>Objective:</u>** Assess learners' existing knowledge, understanding or skills related to a specific language area. **<u>Time allotted:</u>** ____ (this stage provides valuable insights into students' strengths, areas for	Activity: 1. Provide a task or activity that learners can attempt independently, without teacher assistance. 2. Observation: go around the classroom noting down the areas where learners need improvement. 3. Possible tasks: <u>Pre-assessment quiz</u>: A short quiz with multiple-choice or fill-in-the-blank questions <u>Concept mapping</u>: Ask students to create a visual representation (map or diagram) of their understanding of the topic before the lesson. <u>KWL Chart</u>: Have students complete a KWL chart (What I Know, What I Want to Know, What I Learned) to assess their existing knowledge and what they hope to learn.	

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improvement, and learning preferences, aiding in the design of a tailored teaching approach)	Discussion: Engage students in a brief discussion where they share their thoughts, experiences, or understanding of the topic. Brainstorming Session: Encourage students to brainstorm ideas, concepts, or solutions related to the upcoming lesson. Quick-Writes: Provide students with a prompt related to the topic and ask them to write a brief response to assess their initial thoughts. Prediction Exercise: Ask students to predict what they think the lesson will be about based on a brief introduction or images related to the topic. Hands-on Demonstrations: Conduct a hands-on activity or experiment related to the topic to assess students' prior experiences or knowledge. Interactive Polling: Use technology to conduct interactive polls to gather students' opinions or understanding of key concepts. Mini-Projects: Assign a small task or mini-project for students to complete individually or in groups to showcase their current knowledge.
Stage 2 Teach **Objective:** Plan and present the target language based on the observed needs. **Time allotted:** ____ **Design a lesson to address the specific language area.**	**Introduction** of the target in communicative context: - integrate linguistic – communicative contents (for example: communicative function, grammar, vocabulary and pronunciation) - Use inductive or deductive approach to explain key concepts, rules, and provide foundational knowledge with examples. **Materials**: prepare relevant teaching materials (e.g., explanations, examples, exercises). Use visual aids, flashcards and worksheets to facilitate understanding and learning **Assign meaningful, simple, interactive activities:** to demonstrate and reinforce learning
Stage 3 Test (again) **Objective:** Reinforce learning by having learners	**Activity:** Provide a similar task or activity to practice applying the target language. (the newly introduced concepts in a guided setting). other tasks could be:

practice and apply the new language. **Time allotted:** ____	Multiple-Choice Questions: Present questions with multiple options for students to choose the correct answer based on the context provided. Cloze Test: Offer passages with certain words missing, and students must fill in the blanks with the appropriate words. Labeling Diagrams: - Provide diagrams, maps, or images where students must label specific parts or components correctly. Simulations: Create simulated environments or virtual scenarios where students must navigate challenges, make decisions, and solve problems within a controlled setting.
Stage 4 teach (Feedback and correction) **Objective:** To provide feedback and correct any errors from the controlled practice activity. **Time allotted:** ____	**Activities** - Review and discuss common mistakes. - Offer explanations for correct answers. - Reteach the target if necessary
Stage 5 test **Objective:** To allow students to use the target in a more open communicative activity.	**Activities:** Encourage students to apply their learning in a more open-ended and creative activity. - role plays, - group projects - discussions, - presentations, - real-world applications
Stage 6 Review and Reflection	Activities: - After the final test, allocate time for review and reflection. Discuss what learners have learned, address any remaining questions, and consolidate their understanding.

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	- Encourage learners to reflect on their progress and set goals for future language development.
IV.	**Teacher's reflections on what needs to be covered during the next class session:**

Task

Now that you have studied the main theoretical and practical aspects related to the teaching of speaking and taking into account your personal experience it is great if you reflect on the lessons (see annexes), you have looked at and fill in the following chart.

Positive things →

Negative things →

Interesting things →

- Contextualize your system of lessons by stating the relationship of the system with the unit of study.

- Consider the main characteristics of students' learning, their age and level

- Show the relationship of the system of lessons and the unit of study and how the linguistic-communicative and educational-cultural content are integrated in your system of lessons in order to contribute to the formation of students' personality

- Show how to use innovative teaching media and materials (visuals) effectively in your system of lessons.

Linguistic-communicative contents	Educative-cultural contents	CEFR Level
Describing the weather in Cuba (and in other countries)	Raising awareness on the impacts the weather has on people, the economy, the health	A1

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Task 2:

Write a brief personal reflection on how much you have improved your planning skills and what you still need to upgrade. Share your reflection with your colleagues.

Planning writing lessons

Learning about Writing

Writing is the process of expressing thoughts, ideas, and information through written language. It plays a crucial role in communication, education, and various aspects of life. Some key points about writing and its importance are:

1. In communication:

- Writing allows people to convey messages, share knowledge, and express emotions across time and space.

- It bridges gaps between people who may not be physically present or who speak different languages.

- Whether it is a heartfelt letter, an email, or a social media post, writing enables effective communication.

2. In education and learning:

- Academic writing is essential for students. It helps them organize their thoughts, analyze information, and present arguments logically.

- Writing essays, research papers, and reports fosters critical thinking and research skills.

- Creative writing encourages imagination, storytelling, and self-expression.

3. In professional growth:

- In the workplace, writing skills are highly valued. Clear and concise writing is crucial for emails, reports, proposals, and presentations.

- Effective communication through writing enhances collaboration and productivity.

- Job applications, resumes, and cover letters showcase your abilities.

4.   In preserving knowledge:

- Writing preserves historical events, cultural heritage, and scientific discoveries.
- Books, articles, and journals document human achievements and advancements.
- Without writing, much of our collective knowledge would be lost over time.

5.   In personal expression and reflection:

- Journaling allows individuals to reflect on their experiences, emotions, and personal growth.
- Creative writing (poetry, fiction, etc.) provides an outlet for artistic expression.
- Writing helps us understand ourselves better and connect with others.

In summary, writing is a powerful tool that shapes people's world, facilitates understanding, and enriches live.

Purposes writing serves in foreign language teaching

Writing plays a crucial role in foreign language teaching, serving several important purposes: As an instrument for language practice and reinforcement. It provides learners with an opportunity to practice and reinforce language skills. It is important to allow learners apply grammar rules, expand vocabulary, improve sentence structure and the like. Thus, writing serves learners to internalize language patterns and enhance their overall linguistic competence. As a goal to develop communication skills beyond speaking. By expressing ideas in writing, learners learn to convey messages clearly, organize thoughts logically, and adapt their language to different contexts. These skills are essential for effective communication in real-life situations. Writing as a goal also helps students develop critical thinking when analyzing information, evaluating arguments, and expressing their personal perspectives,
In summary, writing in a foreign language serves as a multifaceted tool that enhances language proficiency, communication abilities, critical thinking, and cultural awareness. It empowers learners to express themselves effectively and navigate diverse linguistic and cultural landscapes.

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It is also important for teachers of English as a foreign language to analyze the approach that they should follow when teaching writing as a goal. The two main approaches suggested are: the product approach and the process approach.

The Product Approach is a traditional method where students are encouraged to mimic a model text. This model text is usually presented and analyzed at an early stage. The stages

Stages:

Model Text Analysis: Students read and study model texts, paying attention to features specific to the genre (e.g., paragraphing, language used for formal requests in a formal letter).

Controlled Practice: Students practice the highlighted features in isolation (e.g., practicing the structure for making formal requests).

Organization of Ideas: Emphasis on organizing ideas effectively.

End Result: Students choose comparable writing tasks and produce the final product, demonstrating their language skills and competence[1].

Process Approach:

Description: The process approach focuses on varied classroom activities that promote language development. It prioritizes the writer and the stages of text creation.

Stages:

Generating Ideas: Students brainstorm and discuss ideas collaboratively (e.g., discussing qualities needed for a specific job or reasons for certain behaviors).

Extending Ideas: Students convert ideas into note form and evaluate their quality and usefulness.

Organizing Ideas: Students create mind maps, spidergrams, or linear outlines to organize their thoughts.

Drafting, Reviewing, and Editing: Students engage in multiple drafts, group discussions, and re-writing to refine their writing[1].

In summary, the product approach emphasizes the final written text, while the process approach focuses on the writer's journey and various stages of text creation. The choice between these approaches depends on factors such as student type, text type, and the specific teaching context[12]. Both approaches have their merits, and teachers can adapt them based on their students' needs and learning objectives

In the teaching of writing skills two main approaches may be followed: the product approach and the process approach.

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In the product approach, teachers usually present learners with a model text to stimulate and construct their own texts. It demands that learners focus on the model, the form and the duplication of the teacher's text as much as possible. This approach puts more focus on the grammatical features of the text and its organization rather than the ideas and the thoughts within the text. Accuracy in writing is the main focus in the product approach instruction. Teachers assess learners' writing based on how accurate they are in grammar, spelling and punctuation. Learners are asked to produce a text that is similar in form and language conventions to the one they have learned. Imitation is one method by which people learn.

In The Cuban context case we encourage pre-service to balance the product approach with the process writing approach in order to effectively support the development of their learners' writing skills.

In the process approach, the focus of writing instruction is on the steps involved in drafting and redrafting texts. When learners write, they go through various similar stages as writers. These stages involve brainstorming or prewriting, writing, revising, editing and publishing. This approach assumes that the stages of the writing process approach empower learners by enabling them to make decisions about the direction of their work through discussions, tasks, drafting, feedback and informed choices, thus enabling them to be responsible for making improvement themselves. (Ngubane, 2020)

In our case we combine both approaches, we start by working with the product approach to make the students understand and get familiar with the language and layout of a model text, continue with a stage of guided practice in which students reproduce the type of text presented. Finally, the teacher will have the students free write a text following the stages of the process approach.

As writing is a productive skill the writing lessons have similar stages as the Speaking ones: Warm up – Follow up and Close up. In the teaching and learning of writing teachers may plan:

- Three separate lessons, one for each stage: Presentation of model text - Guided writing - Free writing, or,
- Two lessons: one including presentation of model text and guided writing, and another for free writing, or
- One lesson including the three stages.

It depends on the type of genre s/he is going to teach, the diagnosis of the students and the time allotted for writing.

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THE STAGES OF WRITING lessons

The <u>Presentation of model text stage</u> is aimed at introducing the new content. The students will understand and get familiar with the type of text its structure, grammar, vocabulary and organization of ideas.

The <u>Guided writing stage</u> is aimed at rehearsing and practicing writing skills. The students will develop writing accuracy by reproducing the text type presented previously. They should follow the format of a productive skill (like the ones of speaking lessons): Warm up, Follow up and Close up.

The <u>Free writing stage</u> is aimed at writing a text by themselves following the steps of the process approach. the stages may be: Before writing stage; While writing stage and Free writing stage

Task :

Analyze critically the following formats for writing lessons. Be ready to:

-        Determine the teaching approach followed.

-        Mention the stages of the lessons

-        Compare the elements that identify each of the three lessons and discriminate the ones that make each unique.

Writing Lesson Formats

The Presentation of model text lesson

Level:	Grade:	Class:
Unit # and Title:		
Type of lesson: writing	**Stage:** Presentation of model text	**Topic:** related to text type
Contents: (type of text. its structure, organization of ideas, grammar, vocabulary, spelling, punctuation & mechanics)		
Time allotted:	**Teaching aids and resources:** handouts, charts, posters, technological resources...	
Objective(s): • Start with and action verb (identify/recognize/ …the structure of the text model: note, email, poem, a letter, a story…) • Consider not only <u>instruction</u> (to develop in the students a basic level of communicative competence/teaching English contents) but also <u>education</u> (To strengthen the students' behaviors and personality/formation of moral values) • It should be Specific – Measurable – Attainable - Relevant – Time bound		
1. **Warm Up:** • **Time allotted:** • **Aim:** To motivate the students to learn the new content by creating the need to learn the new content).	Procedures. The teacher: a. Greets the students and calls the roll b. Activates the students' previous knowledge: Creates activities to explore what the students already know about the type of text or/and the topic they are going to write about. c. Introduces the class topic and communicates the class aim to the students.	
2. **Follow up:** • **Time allotted:** • **Aim**	Procedures: 1. Present the model text. Have the students read the model text that represents the genre to be taught (such as an email, a report, an essay, an advertisement, etc.) to understand the text by answering	

To understand the information of the text presented To identify its structure	comprehension tasks as it is recommended for reading comprehension processing) 2. Have the students look at / study the genre, and analyze and infer its distinctive features (e.g., the language and the layout or format of the text.) This can be done by assigning well-designed guiding activities to help learners identify: ✓ The language or linguistic contents characterized or usually present in the genre (formal or informal, the expressions or vocabulary and grammar used to convey meaning.) ✓ The vocabulary, grammar, punctuation and mechanics typical of the type of text, linking words and transitions used to connect the sentences of the text. ✓ The format or layout of the type of text. 3. Write on board the main characteristics of the text type in a <u>section</u> entitled: **LOOK / OBSERVE or NOTICE** 4. Assign a controlled activity in which students identify the parts of the type of text presented	
3. **Close up:** • **Time allotted:** • **Aim**	The teacher: • Assigns any concluding activity • Has the students summarize/ reflect on their learning process • Assigns homework • Motivates for next lesson • Other	
4. **Reflections on what needs to be covered during the next class session:**		

The <u>Guided Writing Lesson</u>

Level:	Grade:	Class:
Unit # and Title:		

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Type of lesson: Writing	Stage: Guided Writing	Topic: related to text type
Contents:		
Time allotted:	**Teaching aids and resources:** posters, charts, handouts, technological resources.	

Objective(s):

✓ Start with and action verb (practice the structure of the text model: note, email, poem, a letter, a story…) Example: The students should be able to reproduce / practice, the distinctive characteristics (format) of (genre) about … (topic) by... completing / filling in blank spaces / … Activities in pairs …

• Consider not only <u>instruction</u> (to develop in the students a basic level of communicative competence/teaching English contents) but also <u>education</u> (To strengthen the students' behaviors and personality/formation of moral values)

• It should be Specific – Measurable – Attainable - Relevant – Time bound

1. **Warm Up:** • **Time allotted:** • **Aim:** To motivate the students to learn the new content by creating the need to learn the new content)**.**	Procedures. The teacher will: Plan any creative and motivating activity to activate students' background knowledge / check any activity based on lesson 1 or assigned as homework
2. **Follow up:** • **Time allotted:** • **Aim** To understand the information of the text presented	Procedures: Plan a set of activities to have students practice writing. The activities will be organized in logical order: from the more controlled to the less controlled ones, from the simplest to the more complex ones. For each activity plan: a. Type of activity b. Subskill c. Time allotted

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	To identify its structure	d. procedures e. aids f.task Activities should be aimed at: 1. Having the students identify the parts of the text type. 2. Having the students fill in or complete a similar genre. While students are working the teacher goes around the class helping and giving feedback to the students and correcting main mistakes on the spot 3. Assigning extra practice as homework (with less control on the part of the teacher)
3.	**Close up:** • **Time allotted:** • **Aim**	The teacher: • Has the students' self or peer correct (for example, by exchanging their notebooks) • Works out or re-teach areas of improvement • Has the students summarize/ reflect on their learning process. • Assigns homework • Motivates for next lesson • Other
4.	**Reflections on what needs to be covered during the next class session:**	

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The <u>Free Writing Lesson</u>

Level:	Grade:	Class:
Unit # and Title:		
Type of lesson: Writing	**Stage:** Free Writing	**Topic:** related to text type
Contents:		
Time allotted:	**Teaching aids and resources:** charts, handouts, poster, technological resources.	

Objective(s):

• Start with the action verb write. Example: The students should be able to write …… (type of text) about … (topic)… by working in pairs…

• Consider not only <u>instruction</u> (to develop in the students a basic level of communicative competence/teaching English contents) but also <u>education</u> (To strengthen the students' behaviors and personality/formation of moral values)

• It should be Specific – Measurable – Attainable - Relevant – Time bound

| I.**Before writing stage**

• **Time allotted:**

• **Aim:**

To motivate the students to learn the new content by creating the need to learn the new content). | Procedures.

The teacher will:

Plan any creative and motivating activity to activate students' background knowledge / check any activity based on lessons 1 & 2 or assigned as homework.

Procedures:

1.   <u>Working with the topic:</u>

Assigning the topic is not that easy. First, it has to be contextualized. Second, it has to be well understood by the learners.

a.   Contextualizing the topic

The writing topic should be contextualized and should answer the following requirements: <u>who</u> is writing, <u>what</u>, <u>to whom</u> and <u>why</u>? E.g.:

• What should they write (i.e., what genre?): an email, an essay, an article, etc. |
|---|---|

• Who is the audience? Are they the readers of i.e., a magazine; a friend; a conference participant? Etc.

• Why should they write about the topic? Is it because they noticed that their mates do not have too much information about the topic? Is the writing a reaction to something they consider interesting, critical, or other?

An improved formulation of the topic should consider all these elements.

b.   Understanding the topic

Learners should understand the topic. They should understand what genre they should produce, who they should write to, and why they are writing about that topic. To make sure they understand the topic, the teacher may want to ask them to complete a chart.

What are you going to write? (The genre)	
What are you going to write about?	
Who is the audience?	
What is the purpose of your writing?	

II. **While writing stage – Process of Writing:** • **Time allotted:** • **Aim** **To understand the information of the text presented** **To identify its structure**	These **Procedures:** Invite the students to go through the process of writing. Activities may be done in pairs or in small groups 1. Planning Learners are prompted to collect as many ideas about the topic as possible through tasks such as brainstorming, discussions, chart filling, quick write, answers to questions, etc. 2. Drafting This is the first version of the writing. Students should not be concerned with accuracy at this stage. 3. Revising

	When they finish writing their first draft, students are encouraged to look at the overall organization of the text, paying attention to whether the ideas included are relevant, getting rid of those that do not fit, and adding more ideas if need be. They should understand that the reader should be able to follow their line of thoughts.
	The teacher has the students exchange their notebooks for revision.
	4. Editing
	At this stage, learners focus on tidying up their drafts. They check diction (i.e., the choice of words), grammar, and mechanics (e.g., spelling, punctuation, and capitalization.)
	Editing can be done by the learners themselves (i.e. self-editing) or with the help of their peers (i.e. peer editing).
	5. Final draft
	The final draft is the final version of the text. To recognize and value the students' productions, help them publish their writing (it may be online such as on the class blog, Facebook group, or wiki, or simply in the classroom mural or information board)
III. **After writing stage:** • **Time allotted:** • **Aim**	The teacher: • Has the students summarize relevant points • Does any necessary remedial work. • Plan other language activities
IV. **Reflections on what needs to be covered during the next class session:**	

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Task :

Right now you are going to be familiar with localizations of writing lessons in the Cuban Context. Analyze the task before going through the examples.

Look at some writing lessons (see annexes). Based on what you have learned, do the activities below.

What approach of language teaching do the lessons follow? Explain briefly

Are they aligned to the formats presented before? List three main characteristics.

What elements of the formats were taken into account? Which ones were not?

Can they be considered a system of lessons? Give three reasons

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Task :

Now that you have studied the main theoretical and practical aspects related to the teaching of writing and taking into account your personal experience it is great if you reflect on the lessons (see annexes), you have looked at and fill in the following chart.

Positive things

Negative things

Interesting things

Upgrade yourself professionally

Task 1:

The lesson plans analyzed (see annexes) are incomplete to be considered a system. (see annexes) How could they be improved?

ITEMS	LESSON 1	LESSON 2	LESSON 3
Type of lesson			
Type of text			
Linguist/Communicative content dealt with			
Educative/Cultural Content dealt with			

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Task 2

As you can see the given examples can form two systems of writing lessons. To complete these two systems, it is necessary to plan a lesson 3 (a free lesson) for closing the first system and for the second system a presentation and a guided lesson are necessary to match the free lesson already planned. To plan these two systems, take into account:

The main characteristics of students' learning, their age and level

Show the relationship of the system of lessons and how the linguistic-communicative and educational-cultural content are integrated in your system of lessons in order to contribute to the formation of students' personality

Show how to use innovative teaching media and materials (visuals) effectively in your system of lessons.

Task 3

Write a brief personal reflection on how much you have improved your planning skills and what you still need to upgrade. Share your reflection with your colleagues.

TERM	DEFINITION
ACCURACY (TKT GLOSSARY)	The ability to do something without making mistakes. Accuracy is the use of correct forms of grammar, vocabulary, spelling and pronunciation. In an accuracy activity, teachers and learners usually focus on using and producing language correctly
ACTIVATE PREVIOUS KNOWLEDGE (TKT GLOSSARY)	To get learners to think about and to say what they know about a topic. Teachers activate learners' previous knowledge when they are preparing learners to read or listen to a text. For example, a teacher could prepare learners for a text about cooking by asking learners what kind of food they can cook. Research has shown that when learners' previous knowledge is activated, reading and listening comprehension is increased
ADAPT (TKT GLOSSARY)	(material) To change a text or other material, so that it is suitable to use with a particular class. For example, a teacher thinks a text in his/her coursebook is too long and/or too difficult for his/her learners. He/she adapts the material by removing some of the more difficult paragraphs.
AIDS (TKT GLOSSARY)	are the things that a teacher uses in a class, e.g. handouts, pictures, flashcards. When teachers plan lessons they think

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	about what aids they will need to help learners understand things more easily
AIM (TKT GLOSSARY)	What the teacher wants to achieve in the lesson or in the course
APPROACH – METHOD (TKT GLOSSARY)	A particular way or a system for doing something. When teaching a language, there are different ways or systems teachers can use, each based on a belief or a theory about the best way to learn a language. Teachers choose an approach/method which fits in with the beliefs they have about language learning and language teaching. For example, teachers who believe that learners should be able to communicate in the language they are learning choose approaches/methods which include speaking and listening activities. There are many different approaches/methods used for English language teaching. See content and language integrated learning 'CLIL', communicative approach, guided discovery, lexical approach, presentation, practice, production (PPP), test-teach-test, task-based learning
APPROPRIACY – APPROPRIATE (LANGUAGE) (TKT GLOSSARY)	Language which is suitable in a particular situation; e.g. it might be appropriate to say Hi in one situation but Good morning in another. See inappropriate, formal language, informal language, register.
ASSESSMENT – ASSESS (TKT GLOSSARY)	To discover, judge, or form an opinion on learners' ability, achievement, proficiency or progress either formally or informally
AUTHENTIC MATERIAL (TKT GLOSSARY)	Written or spoken texts which a first language speaker might read or listen to. They may be taken from newspapers, radio, the internet etc. The language in the texts is not adapted or made easier for learners or the language learning process.

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BRAINSTORM **(TKT GLOSSARY)**	To quickly think of ideas about a topic and also possibly note them down. This is often done as preparation before a writing or speaking activity; e.g. before learners write a description of their city they make a list of all the positive and negative adjectives they know to describe places
CHANT **(TKT GLOSSARY)**	To repeat a phrase, sentence, rhyme, verse, poem or song, usually with others, in a regular rhythm. Teachers use chants to practise pronunciation and to help learners remember vocabulary.
CHART **(TKT GLOSSARY)**	Information in the form of diagrams, lists or drawings often placed on the classroom wall for learners to use
CLASSROOM **MANAGEMENT (TKT** **GLOSSARY)**	The things teachers do to organise the classroom, the learning and the learners, such as organising seating arrangements, organising different types of activities, and managing interaction patterns.
COMMUNICATIVE **ACTIVITY (TKT** **GLOSSARY)**	A classroom activity in which learners need to talk or write to other learners to complete the activity, e.g. a role play
CONCEPT **QUESTIONS (NOUN),** **CONCEPT** **CHECKING (VERB)** **(TKT GLOSSARY)**	A concept question is a question asked by the teacher to make sure that a learner has understood the meaning of new language, e.g. teaching the new grammatical structure 'used to', using the example He used to live in Paris concept question – Does he live in Paris now? Answer – No.
CONTEXT **(TKT GLOSSARY)**	1. The situation in which language is used or presented; e.g. a story about a holiday experience could be used as the context to present and practise past tenses. Photographs can help to provide a context for a magazine article. 2. The words or phrases before or after a word in discourse which help someone to understand that word, e.g. I drove my van to the town centre and parked it in the car

park. We know that van must be some kind of vehicle because the words drive and park provide a context. See deduce meaning from context.

CORRECTION CODE **(TKT GLOSSARY)**	A series of symbols a teacher may use to mark learners' writing so that they can correct mistakes by themselves, e.g. P = punctuation mistake, T = tense mistake O = omission
DRILL **(TKT GLOSSARY)**	A technique teachers use to provide learners with practice of language. It involves guided repetition of words or sentences.
EDUCATIVE AND CULTURAL CONTEXT	Incorporate cultural references, customs, and real-world scenarios in lessons to enhance students' cultural awareness and promote cultural competency. Including diverse perspectives, cultural references, and representation in lesson plans also promotes inclusivity and helps create a welcoming and respectful classroom environment.
EXPONENT **(TKT GLOSSARY)**	An example of a grammar point, function or lexical set; e.g. Can you open the window, please? is an exponent for making requests
FEEDBACK **(TKT GLOSSARY)**	give, provide feedback 1. To tell someone how well they are doing. After a test, or at a certain point in the course, teachers might give learners feedback on how well they are doing. 2. Teachers also give feedback after an exercise that learners have just completed; e.g. after learners have done a gap-fill activity the teacher conducts feedback by asking learners to tell him/her which words they have put in the gaps. He/she writes the correct answers on the board. 3. In addition, learners can give feedback to teachers, and teacher trainers give feedback to trainee teachers about what went well or less well in their lessons. See peer feedback

FLEXIBLE	Something or someone that can change easily to suit new situations. Teachers need to be flexible and to be prepared to change or adapt if the lesson is not going to plan.
FLUENCY (TKT GLOSSARY)	Oral fluency – being able to speak at a natural speed without stopping, repeating, or self-correcting. In oral fluency activities, learners are encouraged to focus on communicating meaning and ideas, rather than trying to be correct. Written fluency – being able to write without stopping for a long time to think about what to write. In a written fluency activity, learners give attention to the content and ideas of the text, rather than trying to be correct. See accuracy
FUNCTION (TKT GLOSSARY)	The reason or purpose for using language, e.g. making a suggestion; giving advice
INTONATION (TKT GLOSSARY)	The way the level of a speaker's voice changes to show meaning such as how they feel about something; e.g. the level of your voice when you are angry is different from the level of your voice when you are pleased. Intonation can be rising or falling or bot
INTRODUCTORY ACTIVITY (TKT GLOSSARY)	An activity which takes place at the beginning of a lesson. Introductory activities often include warmers and lead-ins which teachers use to get learners thinking about a topic or to raise energy levels.
JUMBLED LETTERS, PARAGRAPHS, PICTURES, SENTENCES, WORDS (TKT GLOSSARY)	A word in which the letters are not in the correct order, a sentence in which the words are not in the correct order, a text in which the paragraphs or sentences are not in the correct order, or a series of pictures that are not in the

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	correct order. The learners put the jumbled letters, words, text or pictures into the correct order
LEARNING STRATEGIES (TKT GLOSSARY)	The techniques which learners consciously use to help them when learning or using language, e.g. deducing the meaning of words from context; predicting content before reading.
LEARNING STYLE (TKT GLOSSARY)	The way in which an individual learner naturally prefers to learn something, modes of learning that reflect individuals' natural and sometimes trained traits such as: visual, verbal, tactile, kinesthetic, or auditory
LEXICAL SET (TKT GLOSSARY)	A group of words and/or phrases which are about the same topic or subject; e.g. a lexical set on the topic of weather could be: storm, rain, wind, cloud
METHODOLOGY (TKT GLOSSARY)	A word used to describe the way teachers do different things in the classroom, e.g. the techniques they use in classroom management.
MIME (TKT GLOSSARY)	To tell a story or to communicate actions or emotions using only body movements; not using words. Teachers might use mime to show learners what a word means.
MINGLE (TKT GLOSSARY)	A mingle is an activity which involves learners walking round the classroom talking to other learners to complete a task. For example, learners could mingle to find out what the other learners in the class like doing in their free time
MOTIVATION - MOTIVATE (TKT GLOSSARY)	Feelings of interest and excitement which make us want to do something and help us continue doing it. Learners who are highly motivated and want to learn English are more likely to be successful
MULTIPLE-CHOICE QUESTION (TKT GLOSSARY)	A task-type in which learners are given a question and three or four possible answers or options. They choose the correct answer from the options they are give
NEEDS (TKT GLOSSARY)	The language, language skills or learning strategies a learner still has to learn in order to reach their goals, which

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	are the things they want personally and professionally which are connected to their learning. For example, a learner might need to have good speaking skills because they need to talk in English in their job. Teachers try to recognise their learners' needs so that they can plan lessons to meet these need
PACE (TKT GLOSSARY)	The speed of the lesson. A teacher can vary the pace in a lesson by planning different activities in order to keep the learners' attention
PAIRS (TKT GLOSSARY)	Closed pairs – When learners in the class work with the person sitting next to them but not in front of the class. For example, learners discuss the answers to a task with the person sitting next to them. Open pairs – In open pairs, one pair does an activity in front of the class. This technique is useful for showing how to do an activity and/or for focusing on accuracy
PICTURE STORY (TKT GLOSSARY)	Stories that are shown in pictures instead of words. Teachers use picture stories to present language or for providing practice of language; e.g. learners saying what happened in a series of pictures of a story which took place in the past can practise past tenses.
PREDICTION - PREDICT (TKT GLOSSARY)	Using your experience or knowledge to say what you think will happen in the future. Prediction is a technique or learning strategy learners can use to help with listening or reading. Learners think about the topic before they read or listen. They try to imagine what the topic will be or what they are going to read about or listen to, using clues like headlines or pictures accompanying the text or their general knowledge about the text type or topic. This makes it easier for learners to understand what they read or hear

PRE-TEACH (VOCABULARY) (TKT GLOSSARY)	Before introducing a text to learners, the teacher can teach key vocabulary from the text which he/she thinks the learners do not already know and which they need in order to understand the main points of a text. For example, if learners are going to listen to a weather report, before they listen they match pictures of different weather to words for different types of weather (cloudy, sunny, foggy, etc.). The teacher is pre-teaching key words from the text.
PROCEDURE (TKT GLOSSARY)	A set of actions that describes the way to do something. Teachers write lesson plans and provide details of exactly what is going to happen in each stage of a lesson; e.g. learners practise the language of complaints in a role-play in pairs. The details of the different actions are the procedures of the lesson
PROJECT WORK (TKT GLOSSARY)	An activity which focuses on completing an extended task or tasks on a specific topic. Learners may work in groups to create something such as a class magazine. Learners sometimes do some work by themselves, sometimes outside the classroom.
REALIA (TKT GLOSSARY)	Real objects such as clothes, menus, timetables and leaflets that can be brought into the classroom for a range of purposes. For example, teachers might bring in different clothes to teach learners the words for those clothes (shirt, skirt, trousers etc.).
ROLE-PLAY (TKT GLOSSARY)	A classroom activity in which learners are given roles to act out in a given situation, e.g. a job interview role-play where one learner is the interviewer and the other learner is the interviewee. Role-plays are usually done in pairs or groups
SCAFFOLDING (TKT GLOSSARY)	the temporary support that teachers (and parents) give to learners to help them to do a task, solve a problem, communicate or understand. Scaffolding can be through

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	the use of teacher language to help learners understand language and use of language, e.g. using language at the learners' level; asking questions; using gestures and actions when speaking; using L1 when necessary. Scaffolding can also be through the use of teaching strategies, e.g. providing language models or prompts; using substitution tables and language frames. Scaffolding is temporary support which is gradually taken away so that learners can eventually work without it.
TASK **(TKT GLOSSARY)**	An activity that learners complete. For example, problem-solving activities or information-gap activities are tasks. Task may also be used as another word for activity.
TEACHER ROLE **(TKT GLOSSARY)**	This is about the different jobs a teacher can have in a class and the different ways a teacher can manage the classroom and the learners; e.g. a teacher can choose to take a controlling role, giving directions or instructions at the front of the class or to take a less controlling role, monitoring learners as they work. (assessor, counsellor, diagnostician, language resource, manger, facilitator, etc
WARMER /WARM UP **(TKT GLOSSARY)**	An activity that often involves movement, which a teacher uses at the beginning of a lesson to give the class more energy. Warmers can also be used to introduce the topic of the lesson. For example, the topic of the lesson is Watching TV. The teacher asks learners who watch a lot of TV to move to stand near the door of the classroom, learners who watch a little TV to stand near the board, and learners who don't watch any TV to stand at the other side of the classroom

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Annex

Model speaking LESSONS

Level: Primary Education

Grade: 5th

Unit 3: A typical day at school

Lesson: 1

Type of lesson: Speaking

Stage: Presentation of the new content

Topic: Frequency of Daily activities

Aim: The students should be able to:

- Recognize the frequency adverbs used to talk about school activities through students-teacher interaction and a video to develop their oral communicative skills

- Foster values of respect and responsibility.

Teaching Aids: board, pictures and charts, video segment 1 How often… **Time:** 45 minutes

I.   Warm-up

Procedures:

- Greeting the students

- Calling the roll

- Working with the date: the teacher asks one student to say it orally and then, has him/her copy it on the board. Finally, the teacher asks the students to repeat it and checks spelling and pronunciation.

- Activating students' prior knowledge by checking the homework: Organize your day. Complete the schedule with the activities you usually do that are given in the picture given below

My day activities

Time	hours	Activity (ies)
In the morning		
In the afternoon		
In the evening		

Your daily routine

HAVE DINNER · GET UP · READ A BOOK · BRUSH THE TEETH · DO HOMEWORK · GO TO SCHOOL · HAVE BREAKFAST · GO TO SLEEP · WATCH TV · TAKE A SHOWER · WASH THE HANDS · HAVE LUNCH
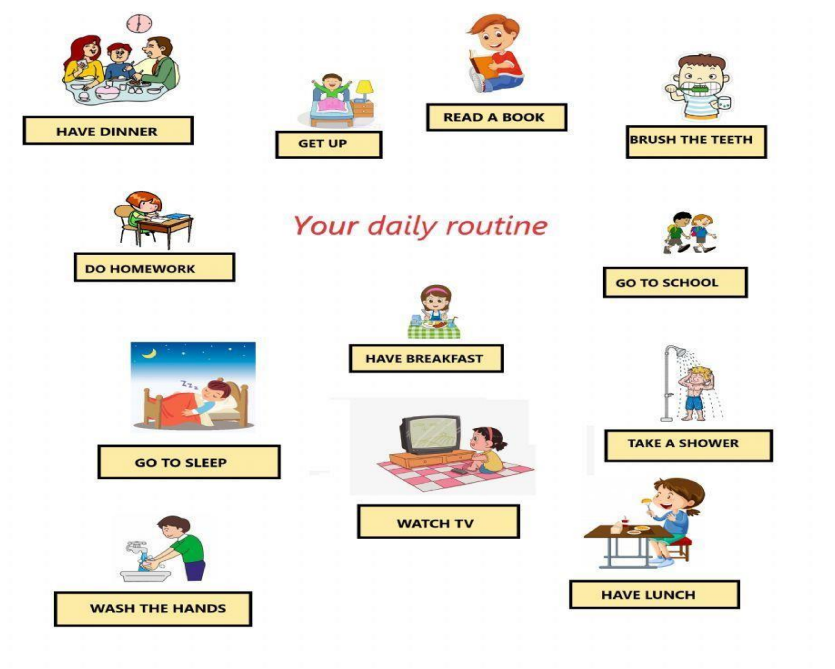
II.   Follow-up

A. Before viewing activities

Procedures. The teacher will:

1. interact with the students by telling them:

   Every day I wake up early. I <u>always</u> get up at 6.3o am. And you? How often do you get up early?

   The teacher will explain the meaning of **how often = asking for frequency**

2. ask the students if they want to know more about how to say the activities they usually do taking into account the frequency they do them

3. tell the students what the lesson is going to be about and copy the topic on the board.

B. While viewing activities

Now the teacher will invite the students to watch video fragment 1(with the written text covered) to do the following activities:

<u>Activity 1</u> Watch and listen to the video and choose the correct answer

   a) What is this video about? Tick the correct answer

      __colors

      __daily routines

      __school objects

      __animals

      __food

   b) Which are the daily routines mentioned?

      ___ go to parties

      ___ brush your teeth

      ___ take out the trash

      ___listen to music

      ___make cookies

   c) What words are used to say the frequency in which they do the activities?

      ___ sometimes

      ___ in the morning

      ___ always

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___never

___yesterday

___usually

___everyday

___rarely

d) What is the question that asks for frequency?

___ How often do you ....?

____ What do you ....?

Activity 2:

Watch the video again and fill in the blanks of the following dialogs from the video with the missing words:

Dialog 1·

  A· How often do you brush your teeth?

  B· ...., I .... brush my teeth.

Dialog 2·

  A· How often do you do the laundry?

  B· ...., I .... do the laundry.

Dialog 3·

  A· How .... do you drive a car?

  B· .... I ....drive a car.

The teacher removes the cover of the written text and:

a) plays the video while the students read the text

b) plays the video again and has the students repeat and sing the song

c) pays attention to pronunciation of the new vocabulary: sounds, word/sentence stress intonation

- sounds: **how;** o**ft**en; **us**ua**ll**y; **a**lwa**ys**; r**are**ly; cho**ps**ticks; tra**sh**; and word stress

- intonation of the question: How often do you_____ ? and of the answer

d) asks the students to listen to and watch the video once again to check if there is a word they do not understand **Script**

How often do you…? How often do you…?

How often do you brush your teeth?

How often do you…? How often do you…?

Always, always. I always brush my teeth.

How often do you…? How often do you…?

How often do you use chopsticks?

How often do you…? How often do you…?

Usually, usually. I usually use chopsticks.

How often do you…? How often do you…?

 How often do you take out the trash?

How often do you…? How often do you…?

Often, often. I often take out the trash.

How often do you…? How often do you…?

How often do you do the laundry?

How often do you…? How often do you…?

Sometimes, sometimes. I sometimes do the laundry.

How often do you…? How often do you…?

How often do you make cookies?

How often do you…? How often do you…?

Rarely, rarely. I rarely make cookies.

How often do you…? How often do you…?

How often do you drive a car?

How often do you…? How often do you…?

 Never, never. I never drive a car.

C. Presentation of the frequency adverbs

Presentation of <u>form</u>, <u>meaning</u> and <u>use</u> of the frequency adverbs.

Procedures:

1. The teacher explains the question used to ask for frequency

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Question word	Auxiliary verb	subject	Main verb	complements	Question mark
How often	do	you	do	the homework	?

2. The teacher now writes on board the following sentences and asks:

a. Look at the words in red, they are frequency adverbs. Do you know what these words mean?

> I always <u>do</u> the homework
>
> I often <u>study</u> English
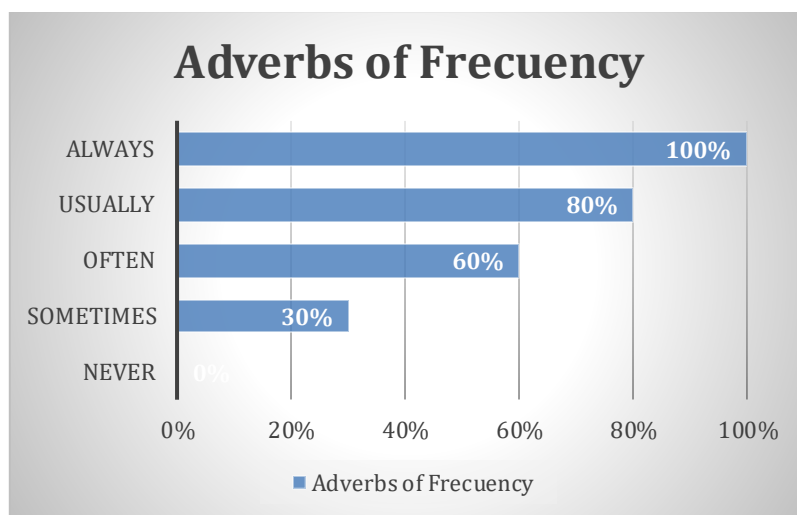>
> She usually <u>writes</u> poems
>
> They sometimes <u>practice</u> sports
>
> He never <u>reads</u> books
>
> She <u>is</u> really late
>
> They <u>are</u> always in class in the morning
>
> To explain their meaning, the following chart is used

Adverbs of Frecuency

ALWAYS	100%
USUALLY	80%
OFTEN	60%
SOMETIMES	30%
NEVER	0%

■ Adverbs of Frecuency

b. Underline the verbs of the sentences.

c. Which ones are action verbs? And verb to be?

d. What is the position of the frequency adverbs? Before or after the verb? What type of verb?

e. What do we use frequency adverbs for?

3. The teacher will use the following charts to summarize the **form** – **meaning** –**use** of the frequency adverbs.
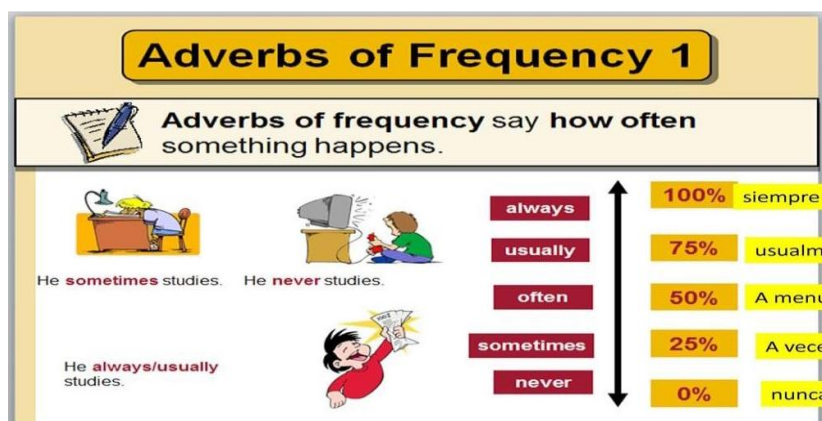
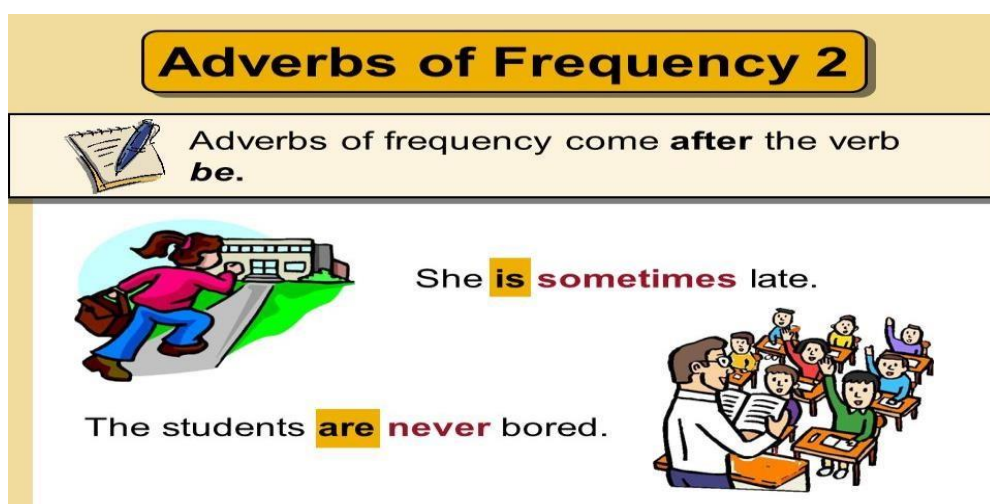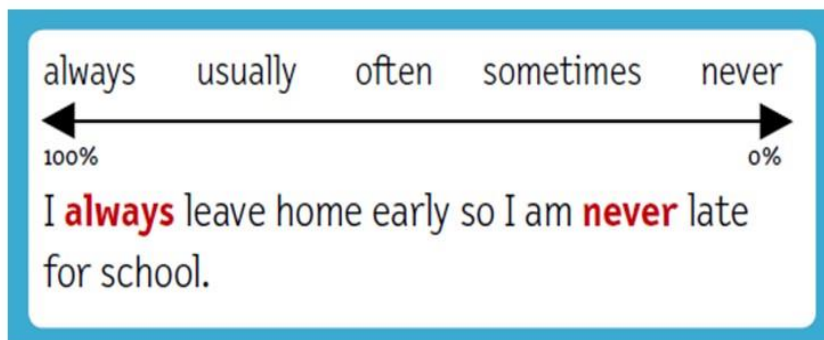*En colaboración*

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Chart 1

Chart 2:

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Chart 3:

Adverbs of frequency

always   usually   often   sometimes   never

100% ← → 0%

I **always** leave home early so I am **never** late for school.

Adverbs of frequency are placed **BEFORE** the **main verb** but AFTER the verb **to be.**

4. The teacher asks the students to repeat the sentences after her to practice pronunciation
5. The teachers ask the students that <u>as homework</u> they have to summary the information of the charts in their notebooks.:
6. Now the teacher assigns the following activities

Activity 1 Match column A with column B.

A B

How often do you…? a) ¿Cuál es tu juguete preferido?

                 b) ¿En qué vas a la escuela?

                 c) ¿Con qué frecuencia realizas …. ?

How often do you read a book? d) ¿qué ropa estás usando?

                 d) ¿Con qué frecuencia lees un libro?

Activity 2 Put in the correct order the following statements. You may use the information of the charts

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a) Never -do the homework - they

b) Play –we –usually -baseball

c) I- help my mother – always - at home

d) Sometimes· you · go to school by bike

7. The teacher will check the exercises orally. (If there is not enough time, assign them as homework)

III.   Close - up

1. To conclude the lesson, the teacher will interact with the students by asking:

   • what did you learn today?

   • Do you think it is important to plan daily activities?

   • Is it important to know what your friends like and usually do?

   • Do you consider and respect the routines of your family?

2. The teacher will assign the homework

Homework

Fill in the blanks using the frequency adverbs and your own personal information.

a) How often do you drink water?

I   ········ drink water

b) How often do you wash your hands?

I   ········· wash my hands.

c) How often do you go to the park?

I   ·········· go to the park.

Level: Primary Education

Grade: 5th

Unit 3: A typical day at school

Lesson: 2

Type of lesson: speaking

Stage: controlled practice

Topic: Daily activities

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Aim: The students should be able to:

- Practice the frequency adverbs to ask and say how often people do things in relation with daily routines at and after school through work in groups to develop their communicative skills
- To strengthen responsibility in organizing their daily life.

Teaching Aids: board, pictures & charts

Time: 45 minutes

I.   Warm-up

Procedures:

- Greeting the students
- Calling the roll
- Working with the date: the teacher asks one student to say it orally and then, has him/her copy it on the board. Finally, the teacher asks the students to repeat it and checks spelling and pronunciation.
- Activating prior knowledge by checking the homework

Fill in the blanks using the frequency adverbs and your own personal information.

e. How often do you drink water?

I ········ drink water

f. How often do you wash your hands?

········ wash my hands.

g. How often do you go to the park?

I ·········· go to the park.

- encouraging the students to keep learning more about the frequency adverbs and the activities they usually do at and after school by telling the students what the lesson is going to be about □ copying the topic on the board.
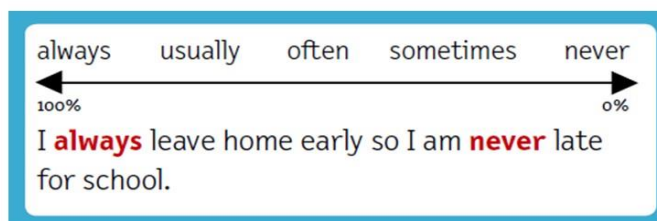
II.   Follow-up

Procedures. The teacher:

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1. start the lesson by showing a poster with a summary about the frequency adverbs and ask:

Look at the chart and say the position of frequency adverbs in sentences

Adverbs of frequency

| always | usually | often | sometimes | never |

100% ──────────────────────────────────────> 0%

I **always** leave home early so I am **never** late for school.

Adverbs of frequency are placed **BEFORE** the **main verb** but AFTER the verb **to be.**

2. Now the teacher invites the students to do the following activities.

General procedures:

- Assign exercises one by one,

- Check if all the students understand how to do the activity

- Monitor the practice going around the class either to help the students or to correct them on the spot

- Have the best pairs/groups make demonstrations to the whole class.

Activity 1. Choosing

Aim: to identify the frequency adverbs

Time allotted: 3 minutes

Task: Read the words in the box below. Circle the adverbs of frequency:

Cat November never listen usually blouse brush pen

often fine eyes sometimes always music go to school

Activity 2. Climb the ladder

Aim: to practice a conversation asking and answering the question: How often do you….?

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Time   allotted: 10   minutes

Tasks:

a. The following are some activities you do. Put the number of the activity in the step
of the ladder according to the frequency you do it.

1. Go to school 2. Go to a restaurant 3. Visit my grandparents

4. travel in airplane 5. Get up early 6. Listen to music in the afternoon

7. read novels 8. study English 9. practice sports
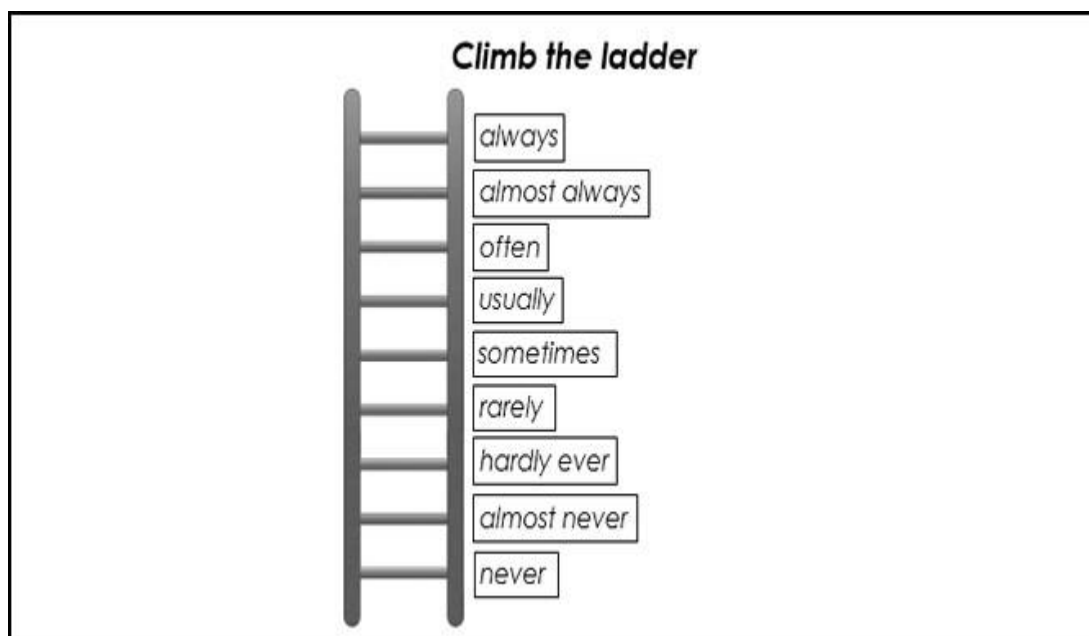
b. Ask your partner the question: How often do you……...? Example:

Student A: How often do you visit your grandparents?

Student B: I usually visit my grandparents

Activity 3: Unscramble the sentences

Aim: to order sentences

Time   allotted: 10   minutes

Tasks:

> a.   With your partner read the activities under the pictures; then order the
> words to make logical sentences

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PUT THE WORDS IN THE CORRECT ORDER TO MAKE SENTENCES

I /BOOK/A/READ/ OFFEN

Read

_____

NEVER/ AN/ INSTRUMENT/ I/ PLAY

Play an instrument

_____

I / THE/ INTERNET / SURF/ SOMETIMES

Surf the internet

_____

WE / THE/ FAMILY/ USUALLY/ SPEND/TIME/ WITH

Spend time with the family

_____

I / MOVIES/ THE/ TO/ ALWAYS/ GO

Go to the movies

_____

VIDEO GAMES/ PLAY/ I / ALWAYS

Play video games

_____

b.   Find out how often your partner does the activities given in the picture. Follow the example below

Example:

Student A: How often do you read a book?

Student B: I sometimes read a book in the evening

Activity 4: Cloze dialog

a. Complete the dialog with the missing words or phrases

James: Hello, Molly!

Molly: Hi James! James, ········· do you ······· school?

James: I'm ········ at home in the afternoon. There, I ········· forget to do the ········ and I ········· listen to music. What do you do on weekends?

Molly: I········ help my parents at home and I ········go to parties.

b. Practice the conversation. Be ready to dramatize the dialog before the class

III. Close-up

1. The teacher interacts with the students by asking some questions:

- Did you enjoy today's lesson?
- What did you learn today?
- How do you evaluate your learning today? Use a scale from 1 to 10, being 1 the lowest mark and 10 the highest
- Do you plan your school duties?
- Is it important for you?

2. The teacher assigns the **homework**

a. Using arrows match the pictures with the corresponding routines.

He goes to bed at ten thirty.	Marcos has lunch at twelve-ten.
They start classes in the morning	He does his homework in the morning
I brush my teeth in the morning.	You go to school in the afternoon.
They take a bath at five o'clock.	He studies in the morning.
She goes home at three o'clock	You have dinner in the evening.
He relaxes in the afternoon.	We get up at seven o'clock.

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b. Be ready to ask and answer the following questions. You may ask other questions changing the underlined parts What do you usually do <u>in the morning</u>?

How often do you <u>listen to music</u>?

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c. Print the picture and cut the cards or draw the cards. Be ready to play DOMINOI hope you like it!

Grade: 5th

Unit 3: A typical day at school

Lesson: 3

Type of lesson: speaking

Stage: free practice

Topic: Daily activities

Aim: The students should be able to:

- ask and say how often they do their daily routines at and after school through working in groups and in pairs to develop their communicative skills
- strengthen values of responsibility.

Teaching Aids: board, pictures

Time: 45 minutes

    I.   **Warm-up**   (10   minutes)

Procedures:

- greeting the students
- calling the roll
- Working with the date: the teacher asks one student to say it orally and then, has him/her copy it on the board. Finally, the teacher asks the students to repeat it and checks spelling and pronunciation.
- Activating prior knowledge by checking the homework

    a.   Using arrows match the pictures with the corresponding routines.
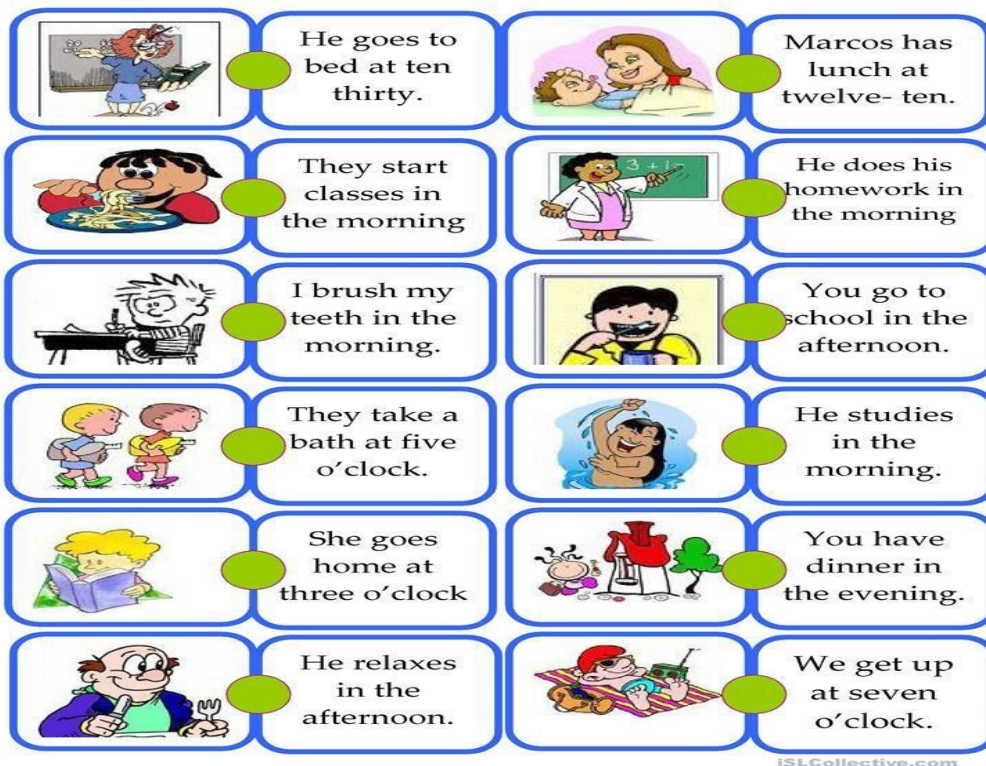
He goes to bed at ten thirty.

Marcos has lunch at twelve- ten.

They start classes in the morning

He does his homework in the morning

I brush my teeth in the morning.

You go to school in the afternoon.

They take a bath at five o'clock.

He studies in the morning.

She goes home at three o'clock

You have dinner in the evening.

He relaxes in the afternoon.

We get up at seven o'clock.

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b.   Be ready to ask and answer the following questions. You may ask other questions changing the underlined parts

What do you usually do in the morning?

How often do you listen to music?

c.   Play DOMINO.

Form teams of 4 students. Distribute the cards. One student starts by putting a card on the table. After, the others students will add their cards according to the picture or the sentence. The first student that put all his/her cards in the game wins

- encouraging the students to keep learning more about the frequency adverbs and the activities they usually do at and after school,
- telling the students what the lesson is going to be about copying the topic on the board.

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II. **Follow-up**

Procedures. The teacher invites the students to do the following activities.
General procedures:

- Assign exercises one by one,
- Check if all the students understand how to do the activity
- facilitate the practice going around the class taking down notes of general mistakes
- Have the best pairs/groups make demonstrations to the whole class.
- check general mistakes at the end of each activity.

Activity 1 Spin and Speak: Adverbs of Frequency and Daily Routines

Aim: to ask and answer questions about the frequency in which daily routines are done

Time allotted: 10 minutes

Procedures:

- The teacher brings a roulette to class with some daily activities and places it in front of the class.
- The teacher divides the class into two teams: Team A and Team B.
- The teacher explains that a student from team A will spin the roulette with the eyes closed and has to answer a question of team B, which will be based on the information that appears in the roulette. Students from team B should be ready to ask questions based on the information of the spin.
- The teacher scores each correct question/answer of teams on the board.

The winner will be the first team that gets 5 points.

- The teacher may change the roles of the teams to continue with the activity.

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Seldom · Always · Usually · Generally · Frequently · Sometimes · Rarely
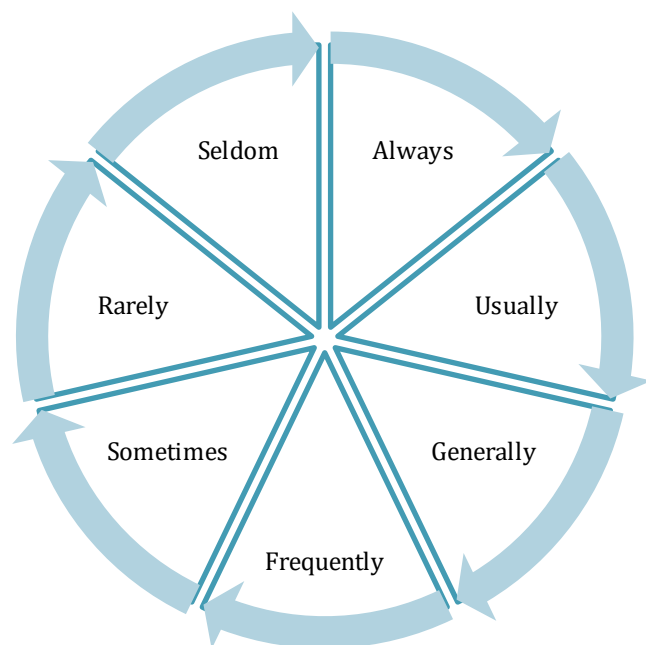
Activity 2 Fishing

Aim: to ask and answer questions about the frequency in which daily routines are done

Time allotted: 10 minutes **Procedures:** the teacher brings a box with cards in a fish shape with questions and statements. Every card has a tiny piece of steel in the fish's mouth. On the other hand, she has a pencil with knitting yarn and a piece of magnet on the top.

The teacher invites a student to "fish" his/her card: if it's a question, the student should answer it; if it's a sentence, she/he should formulate the corresponding question.

The correct answers will add 10 points to the team. The one with the bigger score will win.

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Activity 3 Find someone who

Aim: to describe daily routines assuming roles

Time allotted: 10 minutes **Procedures:**

The teacher:

- Divides the class into pairs.

- Has each pair select one of the cards given, and assume the role of the person selected.

- Asks the pairs to discuss about what their daily routines are.

- Explains that each pair should be ready to describe their routines before the class when they listen to the teacher asks these questions?

    Who is a famous sportsman in the class?

- The other students of the class then may ask questions like:

What do you usually do? How often do you_____?

Describe your routine: **You are a famous politician.**	Describe your routine: **You are a famous actor.**
Describe your routine: **You are a successful businessman.**	Describe your routine: **You are a famous doctor.**
Describe your routine: **You are an ordinary manager.**	Describe your routine: **You are an ordinary teacher.**
Describe your routine: **You are a famous sportsman.**	Describe your routine: **You are a famous singer.**
Describe your routine: **You are a successful journalist**	Describe your routine: **You are a housewife.**

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III.   **Close up** (5 minutes)

1.   The teacher interacts with the students about the necessity of:

   ✓   planning, organizing and being aware of our duties

   ✓   respecting the duties of other people: fellows, friends, parents, and other family members

   ✓   collaborating and helping at home with the daily activities of the family, at school with the activities of the teacher and classmates

2.   The teacher asks them if they enjoy the lesson and to reflect about their strengths and weak points in talking about their daily activities

3.   The teacher assigns the homework

Homework:

Read about Emma's daily routines, then write a similar text about yours

Emma's Daily Routine

1 Read about Emma's daily routine.

Hi! My name is Emma. I'm ten years old and I'm English. I live with my family in Brighton in the south of England.

My day _usually_ starts quite early. I always get up at 7.30 on weekdays, but at the weekends I sleep an hour and a half longer. When I get up, I go to the bathroom first. I wash my face to wake me up, brush my teeth and then I have a shower. After that I comb my hair and get dressed. I usually wear casual clothes, mainly jeans, shorts, T-shirts and trainers.

I _always_ have breakfast with my mum and my little brother, Tommy. My dad _never_ has breakfast with us because he starts work early on weekdays. I usually have a bowl of cornflakes with hot milk and toast with marmalade. Before I go to school, I have to walk our dog, Leo.

I usually walk to school because I don't live very far. Classes start at 8.30. I like Maths best but I'm also good at Science and English. I have two breaks, at 11 and at 1 o'clock. I eat a sandwich and drink orange juice. I also play with my classmates in the playground. School finishes at 3.30 and my dad picks me up and we come back home by car. Then we have lunch together.

After lunch I play with my brother for a while and then I do my homework and study. Twice a week I have a basketball practice. I love doing sports.

Before dinner I _sometimes_ meet my friends or watch a TV quiz. I _seldom_ play computer game, I simply find them boring. We have dinner at 7.30 and I _often_ set the table. After dinner I read a book or surf the Internet for a while.

At 9.30 I go to the bathroom to have a shower, brush my teeth and put on my nightdress. Before I go to sleep I listen to music on my MP3 player because it makes me feel relaxed.

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The Test – Teach – Test Lesson Format

Level:	Grade:		Class:
Unit # and Title:			
Type of lesson:	**Stage:**		**Topic:**
Content areas: (grammar, vocabulary and pronunciation items for a given communicative purpose)			
Time allotted:	**Teaching aids and resources:** videos/cards/charts/workbooks/pictures/posters/draws/technological resources		
Objective(s): • **Start with and action verb** • **Consider not only <u>instruction</u> (to develop in the students a basic level of communicative competence/teaching English contents) but also <u>education</u> (To strengthen the students' behaviors and personality/formation of moral values)** • **It should be Specific – Measurable – Attainable - Relevant – Time bound**			
Stage 1: Test (diagnostic) <u>**Objective:**</u> **Assess learners' existing knowledge, understanding or skills related to a specific language area.** <u>**Time allotted:**</u> ____ **(this stage provides valuable insights into students' strengths,**	Activity: 4. Provide a task or activity that learners can attempt independently, without teacher assistance. 5. **Observation**: go around the classroom noting down the areas where learners need improvement. 6. **Possible tasks**: Pre-assessment quiz: A short quiz with multiple-choice or fill-in-the-blank questions Concept mapping: Ask students to create a visual representation (map or diagram) of their understanding of the topic before the lesson.		

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areas for improvement, and learning preferences, aiding in the design of a tailored teaching approach	<u>KWL Chart</u>: Have students complete a KWL chart (What I Know, What I Want to Know, What I Learned) to assess their existing knowledge and what they hope to learn. <u>Discussion</u>: Engage students in a brief discussion where they share their thoughts, experiences, or understanding of the topic. <u>Brainstorming Session:</u> Encourage students to brainstorm ideas, concepts, or solutions related to the upcoming lesson. <u>Quick-Writes</u>: Provide students with a prompt related to the topic and ask them to write a brief response to assess their initial thoughts. <u>Prediction Exercise:</u> Ask students to predict what they think the lesson will be about based on a brief introduction or images related to the topic. <u>Hands-on Demonstrations</u>: Conduct a hands-on activity or experiment related to the topic to assess students' prior experiences or knowledge. <u>Interactive Polling:</u> Use technology to conduct interactive polls to gather students' opinions or understanding of key concepts. <u>Mini-Projects</u>: Assign a small task or mini-project for students to complete individually or in groups to showcase their current knowledge.
Stage 2 Teach **<u>Objective</u>: Plan and present the target language based on the observed needs.** **<u>Time allotted:</u> _____**	**Introduction** of the target in communicative context: - integrate linguistic – communicative contents (for example: communicative function, grammar, vocabulary and pronunciation) - Use inductive or deductive approach to explain key concepts, rules, and provide foundational knowledge with examples. **Materials**: prepare relevant teaching materials (e.g., explanations, examples, exercises). Use visual aids, flashcards and worksheets to facilitate understanding and learning

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Design a lesson to address the specific language area.	**Assign meaningful, simple, interactive activities:** to demonstrate and reinforce learning
Stage 3 Test (again) **Objective: Reinforce learning by having learners practice and apply the new language.** **Time allotted: _____**	**Activity:** Provide a similar task or activity to practice applying the target language. (the newly introduced concepts in a guided setting). other tasks could be: Multiple-Choice Questions: Present questions with multiple options for students to choose the correct answer based on the context provided. Cloze Test: Offer passages with certain words missing, and students must fill in the blanks with the appropriate words. Labeling Diagrams: - Provide diagrams, maps, or images where students must label specific parts or components correctly. Simulations: Create simulated environments or virtual scenarios where students must navigate challenges, make decisions, and solve problems within a controlled setting.
Stage 4 teach **(Feedback and correction)** **Objective: To provide feedback and correct any errors from the controlled practice activity.** **Time allotted: _____**	**Activities** - Review and discuss common mistakes. - Offer explanations for correct answers. - Reteach the target if necessary
Stage 5 test	**activities:**

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Objective: To allow students to use the target in a more open communicative activity.	Encourage students to apply their learning in a more open-ended and creative activity. - role plays, - group projects - discussions, - presentations, - real-world applications
stage 6 Review and Reflection	Activities: - After the final test, allocate time for review and reflection. Discuss what learners have learned, address any remaining questions, and consolidate their understanding. - Encourage learners to reflect on their progress and set goals for future language development.
V. **Teacher's reflections on what needs to be covered during the next class session:**	

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Lesson Plan following a Test-Teach-Test Model

Grade: _____

Unit: _____

Type of lesson_____

Stage

Objective: Students will be able to:

- discuss and express their future plans integrating appropriate vocabulary, pronunciation and grammar structure
- recognize the importance of organizing their time life

Duration: 45 minutes

Stage 1 Test: Diagnostic Test (10 minutes)

Aim: students will:

- demonstrate their ability to discuss future plans spontaneously in a simulated real-world scenario
- show their fluency, accuracy, and appropriateness in using future tenses and vocabulary related to future plans.

Description of the activity

The purpose of this activity is to assess students' current language proficiency in discussing future plans. They will showcase their language skills in a communicative context while providing with valuable insights into their current proficiency in discussing future plans. This is a fun and practical way for students to apply their knowledge in a realistic setting

Procedures:

1. The teacher has the students pair up, then assigns the role each member of the pair will play: interviewer /interviewee.
2. The interviewer should ask open-ended questions to prompt detailed responses from the interviewee.
3. The interviewee should respond naturally, expressing their future plans using appropriate future tenses and vocabulary.
4. The teacher explains and organizes the scenario in which they will work and gives the instructions

Scenario: "Interview about future plans"

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Instructions to Students:

- In this communicative activity, you will pair up with a classmate to conduct a future interview.
- One student will take on the role of the interviewer, while the other will be the interviewee.

Task:

Interviewer:

You are a journalist working for a magazine that features success stories. Your task is to interview your classmate, who is a famous scientist, about their future plans and aspirations for a feature article.

Possible Questions

- What are your short-term goals for the next year?
- Can you tell us about a project you are currently working on for the future?
- How do you see yourself in five years?

Interviewee:

You are a successful scientist who works in a Vaccine Production Lab in Havana, you are being interviewed about your upcoming projects and goals.

Stage 2 Teach (20 minutes)

1. **Introduction**:
   a. In a communicative context introduce and explain the concept of <u>future tense</u>, including "will" and "going to."
      - Give sample sentences for an inductive analysis of the language exponents (question and answers) involved in talking about future plans
      - Ask concept - check questions to check understanding
      - Explain that "will" is commonly used for decisions made at the moment of speaking, while "going to" is used for pre-planned intentions.
   b. Introduce key vocabulary for Future Plans:
      - Explanation: Present students with a list of vocabulary related to future plans.
      - give examples: words such as "career goals," "ambitions," "future projects," "aspirations," etc.
   c. Grammar Focus: Future Tense Formulation:

- Explanation: Teach students how to form sentences using future tenses.
- Example: Show how to construct sentences like "I will travel to Europe next summer" or "She is going to start a new business."

Stage 3. Test 2: Controlled Practice Activity (15 minutes)

Purpose: Assess students' ability to construct grammatically correct sentences about their future aspirations

Description: Students apply their understanding of future tenses and vocabulary in a structured and meaningful practice exercises for students to forming sentences, complete a cloze or mapped dialogue about their future plans

Objectives:

- **Application of Future Tenses:** Demonstrate the correct use of future tenses (will, going to) in context.

- **Vocabulary Usage:** Employ relevant vocabulary related to future plans to complete sentences accurately.

- **Accuracy and Precision:** Showcase the ability to construct grammatically correct sentences about future aspirations and goals.

Task 1: Fill in the blanks with the appropriate future tense (will or going to) and vocabulary to complete the sentences about your future plans.

- I _____ (travel) to Japan next summer.
- By this time next year, I _____ (start) my own business.
- My goal for the future is to _____ (learn) a new language.
- In five years, I _____ (live) in a different country.
- After graduation, I _____ (pursue) a career in marketing.

Task 2: Read the following dialogue and complete it. Then practice it with your partner (in parenthesis possible answers)

Alex: Hey, Sarah! What _____ you do this weekend? (1)

Sarah: Hi, Alex! I_____ to visit my grandparents. They live in the countryside, so it _____ be a nice getaway from the city. (2) – (3)

Alex: That _____ wonderful! _____ you stay there for the whole weekend? (4) – (5)

Sarah: Yes, I _____ We _____ to have a family barbecue on Saturday evening, and on Sunday, we _____ for a hike in the mountains. (6) - (7) – (8)

Alex: Sounds like a perfect weekend! After that, _____ you back in time for Monday's class?

Sarah: I hope so! If the traffic _____ not too bad, I _____ make it back in time for the morning lecture.

Answer Key:

> 1. **will** 2. **am going** 3. **will** 4. **sounds** 5. **will**
>
> 6. **am** 7. **plan** 8. **are going** 9. **Will** 10. **is** 11. **should**

Assessment   Criteria:

- Correct usage of future tenses (will, going to) in completing the sentences.
- Appropriate selection and application of vocabulary related to future plans.
- Clarity and coherence in expressing future aspirations and goals in the sentences.

Assignment

5.   Role   play: "Future   Plans   Panel   Discussion"
Scenario:

Students take on the roles of panelists participating in a discussion about their future plans in a structured setting.

Instructions for Students:

1. Role Assignment: Each student is assigned a role as a panelist.

2. Role Play Scene:
    - Panelists: Engage in a discussion about your future plans, responding to questions from the "audience."
    - Audience: Ask panelists questions about their goals, dreams, and aspirations related to the future.

3. Discussion Topics:
    - Career objectives, travel aspirations, educational pursuits, personal ambitions, etc.

4. Role Play Guidelines:
    - Maintain the role of your assigned character throughout the discussion.
    - Use future tenses and relevant vocabulary to express your future plans convincingly.

Be ready to present your panel to class

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Model writing lessons

Lesson: 1

Type of lesson: Writing.

Stage: Presentation of a model text.

Topic: writing about historical and cultural places

Timing: 45 minutes

Teaching Aids & resources: charts, pictures, color pencils.

Objective: The students should:

- identify the main characteristics of a written text to describe a place, following a product/model approach, by doing oral and written activities while working individually and in pairs

- to continue reinforcing national identity by acknowledging the importance of historical and cultural Cuban places

I.   **Warm-up:**

1. Greet the students

2. Organize the classroom

3. Call the roll

4. Work with the date and reflect on it in case it is an important date in history or in case it has a special meaning for a given student.

5. Motivate the class:

   The teacher asks some questions to activate students' previous knowledge:

   What was the text you read in the previous lesson about? Did you

   like it? Was it a good description of Old Havana?

6. Check the previous homework.

7. Motivate the students by means of the following activity:

   - Can you find these places in the city where you live? Which one?

Art galleries	Bridges	Cemeteries	Parks
Monuments	Squares	Mausoleums	Fortresses
Sculptures	Museums	Theaters	Libraries

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- Mention the one you prefer

8. Guide toward the objectives and say: In this lesson you are going to learn about one of those places and also how to write a description of a historical place.

9. Write the topic on the board.
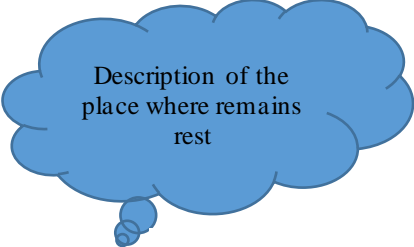
I.   **Follow-up:**

A. Presentation of text model
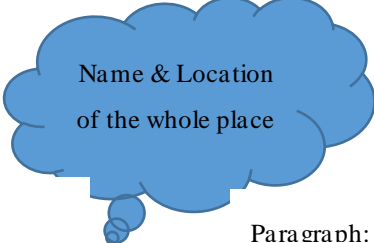
Activity 1

Aim: to have the students identify relevant information from the text

Time allotted: 15 minutes

Tasks

1. Read the 1st paragraph of the text in two minutes to answer the following questions:
   a.   What is the place described? How did you know?

2. Read the whole text in five (5) minutes and select a title for it among the ones given below. Back up your answer:

   _____ Santa Clara Revolution square

   _____ Ernesto Guevara Sculptural Complex

   _____ Ernesto Guevara memorial

3. Number the paragraphs of the reading passage. Then, read the text again and write the paragraph number in which the following ideas are developed:

Significance for the city

Paragraph:

Description of the place where remains rest

Paragraph:

Place where belongings and objects are exhibited

Paragraph:

Name & Location of the whole place

Paragraph:

Place used for celebrations and meetings

Paragraph:

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Ernesto Guevara Sculptural Complex was founded on December 28th, 1988 in commemoration to the 30th Anniversary of the Battle of Santa Clara, where Che played a protagonist role. It is located in Santa Clara and encompasses the square, the stage, the museum and the memorial.

The square was conceived for holding of mass rallies with cultural, patriotic and political purposes as well as military parades and as a space of daily use, it is a traditional urban square. The square spans 17 556 square meters, it has a capacity of 100 000 people. At both sides of the square there are 14 royal palms symbolizing the birthday of Che (June 14, 1928). At the background there are two star-shape fountains meaning his military rank as Commander. The lines on the pavement mean the unity of all the people all over the world. The stage spreads 2 000 square meters and it has a capacity for 900 people. It encompasses five elements inspiring sobriety and strength to the Sculptural Complex: the sculpture, the mural and three garden pots.

The museum is a permanent display of pictures, documents and historical objects showing up the life and work of Che.

The memorial is the space devoted to keep in perennial memory the mortal remains of the internationalist combatants who, headed by Che Guevara, fought in the Bolivian forest in 1967. It is a rather small space where they have tried to recreate an atmosphere suggesting the wild hard scenery where the guerrilla settled. It could be taken as a shelter, a track of the jungle or a cave, a halt in the rough way of the struggle. It evokes sobriety and solemnity. The 39 niches are dug in the stone, the plants symbolize the Bolivian forest, the eternal flame was lit by the Commander in Chief Fidel Castro and it perpetuates the memory of these men who knew how to become immortal.

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Ernesto Guevara Sculptural Complex is one of the most well-known landmarks in Santa Clara, it is visited by thousands of people every year. The place keeps the memory of the inhabitants of the city and represents a treasure and an honor for the population of Villa Clara province.

(Adapted from: Hernández Fernández, María Isabel; et. al. (2009). Vision II Student's Book. La Habana: Editorial Ciencias Médicas.

Activity 2 Working with the structure of a text for describing a place

Aim: recognize the parts of a written text for describing a place

Time allotted: 10 minutes

Procedures: The teacher:

- has the students identify the parts of a written text for describing a place
- explains the purpose of each part.
- Writes the section **Observe** with the main characteristics of a written text for describing a place
- gives the students a list of adjectives used to describe a place

Tasks:

5. Read the text again and tick (v) the type of writing text you think it is, back up your choice why:

_____ description of a historical place

_____ description of a cultural place

_____ description of a recreational place

6. The following are parts of a writing text for describing a place.
   - Identification of place (name)
   - Location
   - Description of: parts, qualities and characteristics

   Look at the text again and say if those parts are present

7. Focus students' attention on the following section (in a chart).

OBSERVE

A description of a place is a picture in words of:

a. What is it?

b. Where is it located?

c. How is it? (Use adjectives to describe it)

d. What elements are there in that place?

e. Describe some important element of that place in detail.

f. What sensations does that place transmit to you? (Example: Joy, peace, happiness, coldness, stress, overwhelm, sadness, fear, mystery, terror...)

g. Personal opinion. Why have you chosen that place?

The person who writes a description of a place should decide the order in which the different details are described.

Note: To facilitate students' understanding and to save time the teacher may use the following chart in Spanish

Cuando vayas a escribir la descripción de un lugar puedes utilizar estas preguntas como guía

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8. **Vocabulary:** The teacher presents charts with some adjectives that the students can use to describe a place. He will ask the students to read them and underline the ones they do not know, then, he will have the students get the meaning of words using different techniques: those words that look like as their equivalents in Spanish (for analogy); by word formation processes, putting them in context or looking them in a dictionary

Adjectives to Describe a Place

- Beautiful
- Boring
- Bustling
- Charming
- Contemporary
- Compact
- Vast
- Notorious
- Amazing
- Suitable

- Perfect
- Cosmopolitan
- Crowded
- Exciting
- Rushy
- Expensive
- Rare
- Unique
- Famous
- Fantastic

- Huge
- Fascinating
- Lively
- Inexpensive
- Popular
- Picture square
- Touristy
- Valuable
- Heart touchy
- Catchy

Other adjectives are:

Adjective	Description
Beautiful	Attractive, pleasing to the eye; aesthetically appealing.
Serene	Calm, peaceful, and untroubled; evokes a sense of tranquility.
Bustling	Full of energetic and noisy activity; lively and busy.
Picturesque	Visually charming or quaint; suitable for being captured in a picture.
Remote	Distant from civilization; far away and often secluded.
Vibrant	Full of life and energy; often colorful and dynamic.
Tranquil	Free from disturbance; having a peaceful quality.
Lively	Full of life and activity; energetic and spirited.
Scenic	Offering beautiful views; visually pleasing landscapes.
Charming	Delightfully attractive or appealing; often evokes warmth.
Spacious	Having ample space or room; open and accommodating.
Quaint	Unusual in an interesting or attractive way; often old-fashioned.
Modern	Characterized by contemporary design, features, or ideas; current.
Historic	Respected for its significance in history; often refers to ancient or notable places.
Isolated	Situated far away from others; separated and often lonely.

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Activity3:

Work in pairs and use your color pencils to highlight the different parts of the text (identification, description, conclusion) using different colors. Be ready to explain your choice.

Procedure: The students will work in pairs and then will explain their choice orally.

II.   **Close-up:**

The teacher asks some questions to check knowledge acquisition:

- Have you visited the Che Guevara sculptural Complex? Did you like it?
- What were your feelings there?
- Do you usually visit historical places?
- Is it important to know about this type of places?
- What adjectives can we use to describe this historical place?
- What is the structure of a descriptive text?

The teacher has the students peer-evaluate in pairs and assigns the homework.

Homework:

Read the text again and list the words and phrases used to describe Che Guevara Memorial that are not included in the charts.

Lesson: 2

Type of lesson: Writing.

Stage: Guided writing.

Topic: Describing historical and cultural places

Timing: 45 minutes

Teaching Aids: cards, pictures, and computers (computers room).

Objective: The students should:

- write, in pairs, a text describing a historical /cultural place taking as a guide the model text already presented by following a product/model approach
- to continue reinforcing national identity by acknowledging the importance of important Cuban places.

I.   **Warm up:**

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The teacher will:

- Greet the students

- Organize the classroom

- Call the roll

- Work with the date and reflect on it in case it is an important date in history or in case it has a special meaning for a given student.

- The teacher asks some questions to activate previous knowledge:

    ✓ What did we study in the previous lesson?

    ✓ What is the structure of a descriptive text?

- Check the homework:

Read the text again and list the words and phrases used to describe Che Guevara Memorial that are not included in the charts.

- Write the topic on the board.

- Guide toward the objectives: In this lesson you are going to write a descriptive text about a historical/cultural place in Cuba.

II.   **Follow up**

Reminder: Structure of descriptive texts

Activity 1:

Aim: To activate students' schemata on the topic.

Time allotted: 10 minutes.

Procedures: The teacher will show some pictures containing important places in Santa Clara and the students will answer teacher's questions orally.

Task:

Take a look at these pictures and answer.

- Do you know these places?

- How do you like them?

- What are they like?

- Are they historical, cultural, touristic or recreational places?

- Have you visited them?

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- Now look at these pictures. What place is this?

- Do you know where it is?

- According to what you see, is it a real place? Is it cultural or historical?

- What kind of place is it?

Activity 2:

Aim: To have the students complete the descriptive text.

Time allotted: 10 minutes

Procedure: The students will work in pairs to complete the gaps, they will answer orally. At the end of the activity the teacher will show the original version so that the students can check their answers.

Task:

Work in pairs and fill in the blanks with the words from the list.

List: area, encompass, swimming pools, lovers, Havana, everywhere, unique, decorated, promotes.

> **FUSTERLANDIA**
>
> Cuba has a rich artistic tradition, which can be found _____. One of the most _____ places to find modern Cuban art is called **Fusterlandia**. Fusterlandia is technically in _____, but is located on the outskirts in a little fishing neighborhood called Jaimanitas.
>
> A Cuban artist known as Fuster reclaimed his neighborhood as a dreamy folk art kingdom. The surrounding _____ was become into an artwork, using tiles in mosaic forms. Fusterlandia represents art "naïve," meaning the use of childlike crude shapes and bright colors. The project expands beyond Fuster's home to _____ the whole Jaimanitas neighborhood, with more than 80 homes, all _____ with ornate murals and domes to reflect the personality of each neighbor. The place also has a chess park with giant boards and tables, a theater, and public _____.
>
> This is a must visit attraction for art _____, where art has come to almost define a part of the city. It is also a social project that gathers neighbors in the construction of their own environment and _____ art among citizens. This is a place that is worth to visit.
>
>
>
> (Adapted from: Hernández Fernández, María Isabel; et. al. (2009). Vision II Student's Book. La Habana: Editorial Ciencias Médicas)
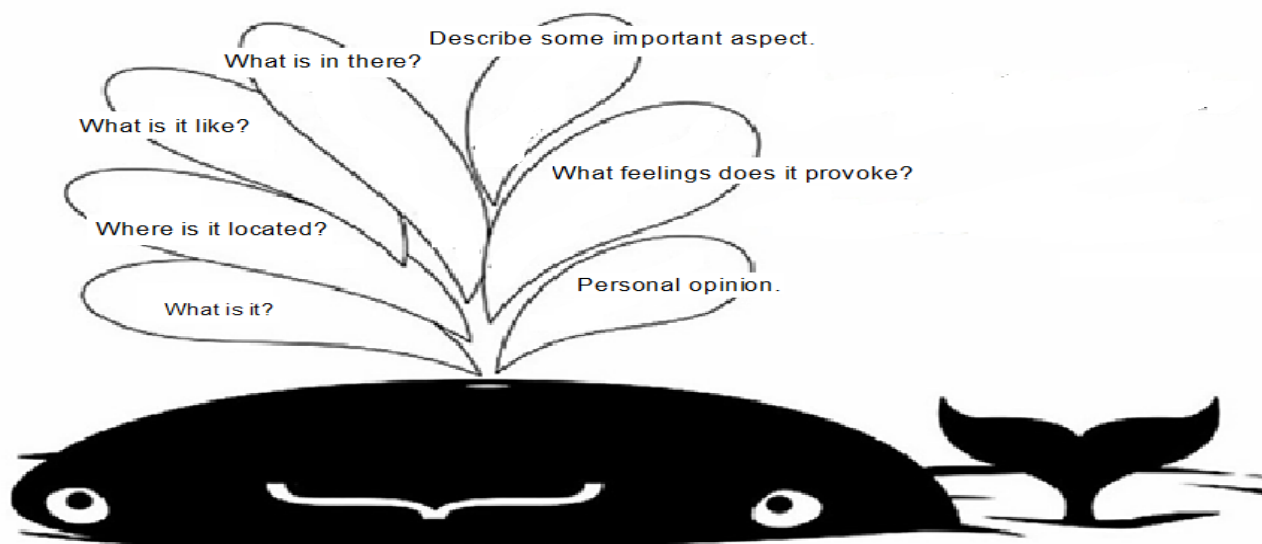
Activity 3:

Aim: To have the students organize the descriptive text, according to its structure.

Time allotted: 10 minutes

Procedure: The students will work in pairs; they will answer on the board.

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Task: Write the phrases of the text under the right bubbles, in relation to the structure of a descriptive text.

Description of a place:

What is in there?

Describe some important aspect.

What is it like?

What feelings does it provoke?

Where is it located?

What is it?

Personal opinion.

Activity 4:

Aim: To have the students rewrite the descriptive text.

Time allotted: 15 minutes

Procedure: The students will work in pairs; one of the texts will be selected and it will be checked on the board.

Task: Work in pairs and rewrite the descriptive text entitled "FUSTERLANDIA". Make sure it answers to each of the questions included in the previous exercise.

III- Close-up:

√The teacher asks some questions to check knowledge acquisition:

What did we study in this lesson?

Mention some phrases that can be used to describe: El Mejunje, La Caridad Theater, The Armored Train Monument, Leoncio Vidal Central Park.

√The teacher evaluates the students by means of self-evaluation, then, assigns the homework.

 Homework:

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Think of your favorite historical/cultural place in your neighborhood. Look for information about the place, bring pictures if possible.

Lesson 3

Level: Pre-university Education

Unit 5: What should I do?

Grade: Tenth grade

Type of lesson: Writing

Stage: Free Writing

Topic: Writing a letter about the causes and the consequences of pregnancy in adolescents.

Time: 45 minutes

Material aids: Dictionaries, printed text, chalkboard, and posters

Objective: The students should be able to:

- write a letter to a friend following the process approach, about sexual responsibility and the risks and consequences of teen pregnancy by working in pairs
- develop awareness in the students about the consequences of pregnancy in adolescents.

I Before- writing (stage)

Time allotted**:** 10 minutes

Procedures. The teacher:

- Greets the students
- Organizes the classroom
- Calls the roll
- Works with the date
- Asks some questions to activate students' previous knowledge:
  a. What was the text you read in the previous lesson about?
  b. Did you like it?
  c. Was it interesting?
- Checks the previous homework. The teacher orients the students to work in pairs, exchange their emails and check mistakes.

After checking the homework, the teacher motivates the students towards the new content by means of the following activity:

Tasks:

1. Underline the words or phrases that are related to pregnancy in adolescence.

Premature baby	Leaving school	contraceptics	Parks
Monuments	Unwanted child	Teenage mother	Medical advice
Single mothers	underweight	Theaters	Libraries

Then, the teacher presents charts with some vocabulary that the students can use about pregnancy. She will ask the students to read them and underline the ones they do not know, then, she will have the students get the meaning of words using different techniques: gestures, synonym, antonym, put it in context word formation process, those words that look like as their equivalents in Spanish (for analogy); by word formation processes, putting them in context, looking them in a bilingual dictionary or giving the Spanish equivalent.
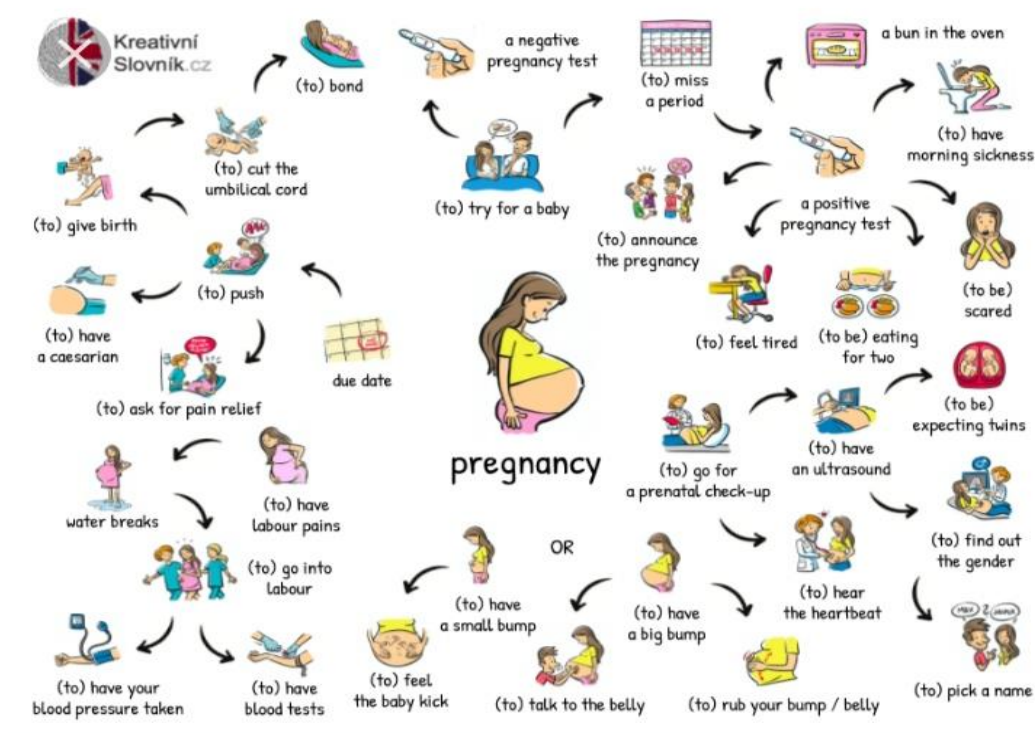
The teacher states the objectives of the lesson by saying: In this lesson you are going to write a letter about sexual education and give advice about early pregnancy.
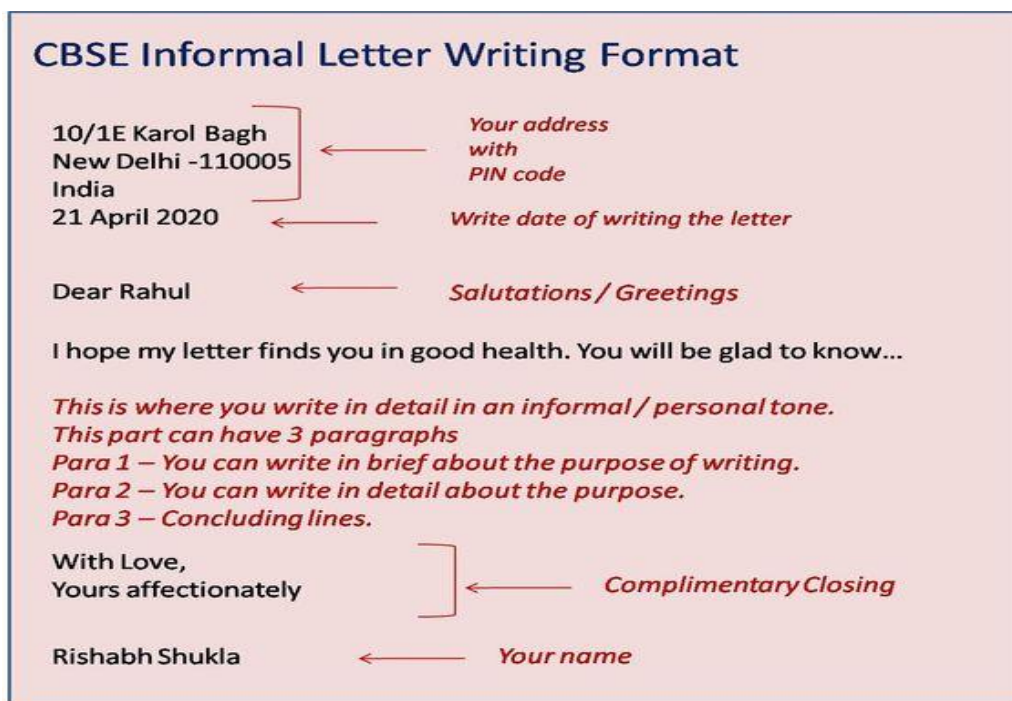
Write the topic on the board.

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II While writing stage

Activity 1. Review:

<u>Time allotted</u>: 5 minutes

Procedures. The teacher:

a. starts by activating the students' knowledge about the format of an informal letter by asking:

- Do you remember how to write an informal letter?

- Who do we write informal letters to?

- When did you write the last letter?

- Who did you write to?

- What did you write about?

- What is the structure of an informal letter?

b. Shows a chart with the format of an informal letter and shows the different parts it comprises

CBSE Informal Letter Writing Format

10/1E Karol Bagh
New Delhi -110005
India
21 April 2020 → Your address with PIN code

Write date of writing the letter

Dear Rahul → Salutations / Greetings

I hope my letter finds you in good health. You will be glad to know...

This is where you write in detail in an informal / personal tone.
This part can have 3 paragraphs
Para 1 – You can write in brief about the purpose of writing.
Para 2 – You can write in detail about the purpose.
Para 3 – Concluding lines.

With Love,
Yours affectionately → Complimentary Closing

Rishabh Shukla → Your name

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c. Explains: As you can see writing an email and an informal letter are similar in form and purpose.

Informal letters, as informal emails, are personal letters usually written to a family member, a close acquaintance, or a friend **to let them know about what is going on in your life and to convey your regards**. The language used in an informal letter is casual and personal.

Activity 2: Brainstorming and discussing

Sub-Skill**:** Generating ideas

Time allotted**:** 5 minutes

Procedures:

The teacher asks the class to join in pairs, then, tells that they are going to write a letter about the topic responsible sexuality and the risks, causes and effects of early pregnancy. Finally, the teacher writes on board:

SEXUAL RESPONSIBILITY AND RISKS OF PREGNANCY FOR TEENS

Task: Look at this topic written on the board and tell what comes to your mind while you read it

The teacher writes their responses on the board. To help the students the teacher can ask the following questions:

- What do you know about sexual education?
- Do you know the consequences of pregnancy in adolescence?
- Is it important to know about sexual education? Why?
- What vocabulary can we use to talk about sexuality?

Activity 3:

Sub-skill**:** extending ideas

Time allotted: 5 minutes

Procedures: the teacher explains to the students that they will be writing a letter to a friend about sexual responsibility and the risk of pregnancy for teens. then, she asks the pairs to select the friend they want to send the letter to. After, she asks them to think about what they want to say in their letter. Encourage them to use the information from the brainstorming session. The students will extend ideas into note form, and **ju**dge quality and usefulness of ideas.

Tasks:

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1. Work in pairs. Select the person you want to send the letter to. Think about what you want to say in your letter, list them in note form, you may use the information from the brainstorming session.
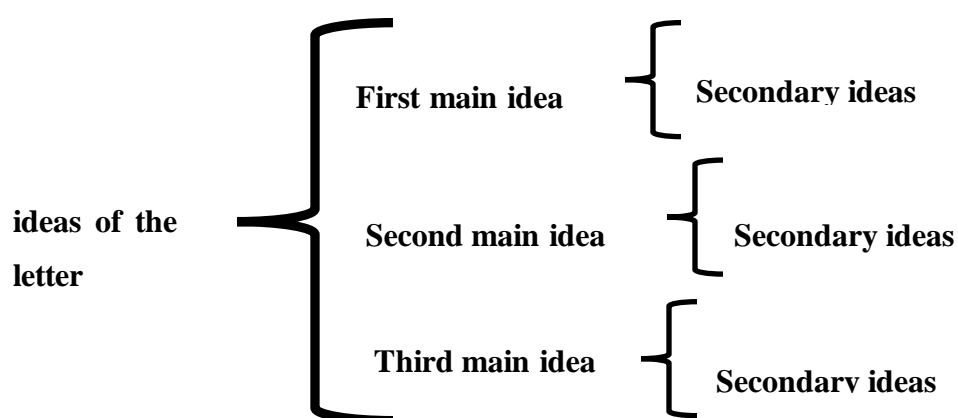
The teacher gives the students some ideas about how they can start to write.

Teenage pregnancy also has significant social implication….

Teenage pregnancy is a complex issue…

The consequences of pregnancy in adolescents……
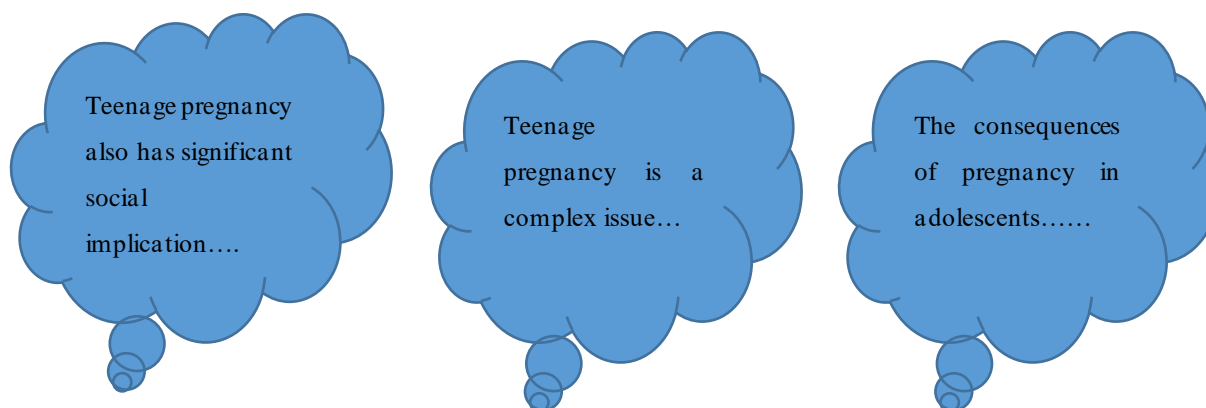
Activity 4: Organization of ideas

Time allotted: 5 minutes

Procedures: have the students organize the ideas into a mind map to make the (hierarchical) relationship of ideas. Draw the map on board or show it in a chart

ideas of the letter

First main idea — Secondary ideas

Second main idea — Secondary ideas

Third main idea — Secondary ideas
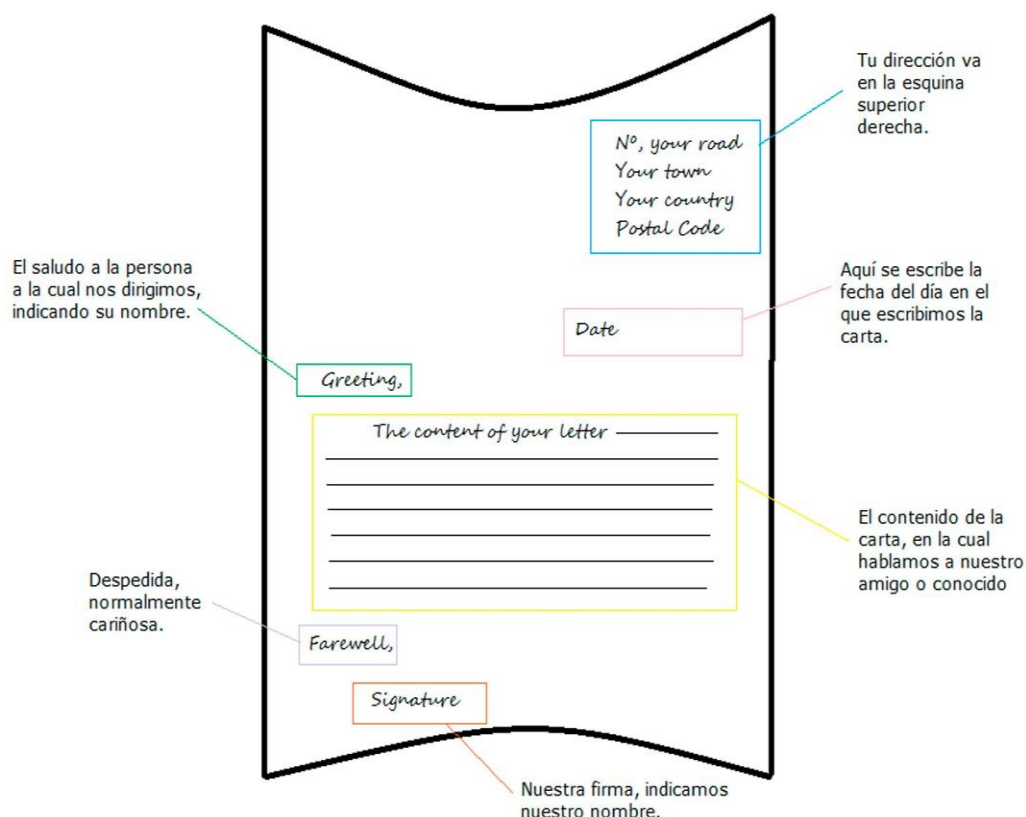
Activity 5: Drafting, Peer Review, Revising

Time allotted: 15 minutes

Procedures:

1. The teacher has the students in pairs write the first draft of the letter with the ideas they already organized, using the format given bellow. While the students are writing the teachers goes around the classroom facilitating students' work if necessary

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The diagram shows a letter template with labels:

- **Nº, your road / Your town / Your country / Postal Code** — Tu dirección va en la esquina superior derecha.
- **El saludo a la persona a la cual nos dirigimos, indicando su nombre.** → Greeting,
- **Date** — Aquí se escribe la fecha del día en el que escribimos la carta.
- **The content of your letter** — El contenido de la carta, en la cual hablamos a nuestro amigo o conocido
- **Despedida, normalmente cariñosa.** → Farewell,
- **Signature** — Nuestra firma, indicamos nuestro nombre.

2. The teacher has students exchange letters with other pair and review each other's work. Encourage them to provide constructive feedback.

III.   After writing stage

Time allotted: 5 minutes

To conclude the teacher says that the process of writing will finish next class. As homework the teacher will assign as homework the following activities:

a. Revise and improve your letter based upon peer feedback.

b. Edit your letter for spelling, punctuation, and grammar errors.

c. Be ready to read your final letter in class

d. Evaluate your final letter using the rubrics in the chart that I will send by WhatsApp:

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Criteria	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very Poor (1)
Content	The letter is well-organized and contains all the necessary information. The writer has effectively communicated the importance of sexual responsibility and the risk of pregnancy for teens.	The letter is organized and contains most of the necessary information. The writer has communicated the importance of sexual responsibility and the risk of pregnancy for teens.	The letter is somewhat organized and contains some of the necessary information. The writer has attempted to communicate the importance of sexual responsibility and the risk of pregnancy for teens.	The letter is poorly organized and contains little of the necessary information. The writer has not effectively communicated the importance of sexual responsibility and the risk of pregnancy for teens.	The letter is disorganized and contains none of the necessary information. The writer has not communicated the importance of sexual responsibility and the risk of pregnancy for teens.
Language Use	The writer has used appropriate language to convey their message effectively. There are no grammatical or spelling errors.	The writer has used mostly appropriate language to convey their message effectively. There are few grammatical	The writer has used some appropriate language to convey their message effectively. There are several grammatical	The writer has used inappropriate language that detracts from their message. There are many grammatical	The writer has used inappropriate language that makes their message difficult to understand. There are numerous grammatical

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		or spelling errors.	or spelling errors.	or spelling errors.	or spelling errors.
Audience Awareness	The writer has demonstrated a clear understanding of their audience and has tailored their message accordingly.	The writer has demonstrated some understanding of their audience and has attempted to tailor their message accordingly.	The writer has demonstrated little understanding of their audience and has not tailored their message accordingly.	The writer has not demonstrated any understanding of their audience and has not tailored their message accordingly.	The writer's message is inappropriate for their audience.
Overall Effectiveness	The letter is highly effective in communicating its message to its intended audience. It is clear, concise, and persuasive.	The letter is effective in communicating its message to its intended audience, but could be improved in some areas. It is mostly clear, concise, and persuasive.	The letter is somewhat effective in communicating its message to its intended audience, but needs improvement in several areas. It is somewhat clear, concise, and persuasive.	The letter is not very effective in communicating its message to its intended audience, and needs significant improvement in several areas. It is not very clear, concise, or persuasive.	The letter is ineffective in communicating its message to its intended audience, and needs significant improvement in all areas. It is unclear, verbose, or unpersuasive

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