UNIT FOUR
- Lesson planning for different approaches.
- Ideas about lesson organisation.
- Revisiting skills.
- Literature.
- ELT and special needs.

Now, browse the following websites (Banfi and Rettaroli 2012) and see how they can help you…

a. What did you enjoy about your lessons as a student?
b. Did you ever notice they had some kind of organization?
c. Do you think that keeping a journal might help with organizing your lesson?

Glog – Un Glog es una combinación de las palabras “gráfico” y “blog”. Es una página web que combina texto, fotos, videos, gráfica, enlaces y otros elementos de medios. Hay distintos sitios que permite estas opciones, entre ellos Glogster ([www.glogster.com](http://www.glogster.com)).

Impress – Se trata de un programa de OpenOffice que se utiliza para realizar presentaciones de diapositivas del tipo de Powerpoint. Requiere que Adobe Flash Player esté instalado para utilizarlo y permite crear PDFs.


Jigsaw Planet – [www.jigsawplanet.com](http://www.jigsawplanet.com/) – En este sitio se puede diseñar un rompecabezas en base a cualquier imagen digital, definiendo en el diseño el nivel de complejidad.

Learn English Teens – Sitio diseñado por el British Council para la enseñanza de inglés a adolescentes. El sitio incluye ejercitación, textos para leer y escuchar y otros materiales.

En general, se trata de material de mayor complejidad lingüística que Learn English Kids.


Photofunia – [www.photofunia.com](http://www.photofunia.com) – Esta es una herramienta que permite la edición de fotos e imágenes incorporando fondos, colores, etc.


Pinterest – [pinterest.com/](http://pinterest.com/) – Se trata de una cartelera online a través de la cual se pueden “colgar” y compartir imágenes. Se puede utilizar para encontrar ilustraciones que otros han subido.

Poll Daddy – [http://poll daddy.com/](http://poll daddy.com/) – Sitio que permite la creación de encuestas, cuestionarios, etc.

Popplet – [http://popplet.com/](http://popplet.com/) – Es una herramienta para organizar ideas, imágenes, archivos de audio, etc.

Puzzle Maker – [www.puzzle-maker.com](http://www.puzzle-maker.com) – Este sitio permite crear fácilmente sopes de letras (word search puzzles) y crucigramas (crossword puzzles). Sólo hay que seleccionar las palabras y armar las pistas, el sitio los arma.

Scribble Maps – [www.scribblemaps.com](http://www.scribblemaps.com) – Es un sitio que permite dibujar y compartir mapas. Permite utilizar mapas pre-existentes y modificarlos, agregando texto, imágenes para luego compartirlos o imprimirlos.

Lesson planning for different approaches

There are two main approaches to teaching a language. These are the deductive and the inductive approach:
In order to plan for different approaches within the Communicative Approach, it might be a good idea to revise three different approaches: PPP (Presentation-Practice-Production), TBL (Task-Based Learning) and CLIL (Content and Language Integrated Learning). Some of the input below comes from http://www.teachingenglish.org.uk/articles

You can also check http://www.teachingenglish.org.uk/articles/a-task-based-approach

**PRESENTATION-PRACTICE-PRODUCTION**

PPP is sometimes seen as a weak version of Communicative Language Teaching, the Communicative Approach or a deductive approach. The teacher presents the target language and then gives students the opportunity to practise it through very controlled activities. The final stage of the lesson gives the students the opportunity to practise the target language in freer activities which bring in other language elements.
Presentation
In this stage the teacher presents the new language in a meaningful context. I find that building up stories on the board, using realia or flashcards and miming are fun ways to present the language.

For example, when presenting the present simple in 6th grade, I often draw a picture of myself with thought bubbles of lots of money, a sports car, a big house and a world map.

I ask my students what I’m thinking about and then introduce the target language.

"When I pass a test, my mother takes me to a restaurant"

I practise and drill the sentence orally before writing it on the board (positive, negative, question and short answer).

I then focus on form by asking the students questions. E.g. "What do we use after 'when'?" and on meaning by asking the students questions to check that they have understood the concept.

When I am satisfied that my students understand the form and the meaning, I move on to the practice stage of the lesson. During this stage of the lesson it is important to correct phonological and grammatical mistakes.

Practice
There are numerous activities which can be used for this stage including gap fill exercises, substitution drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences and matching sentences to pictures.

It is important that the activities are fairly controlled at this stage as students have only just met the new language. Many students' books and workbooks have exercises and activities which can be used at this stage.

When teaching the simple present, I would use split sentences as a controlled practice activity. I give students lots of sentence halves and in pairs they try and match the beginnings and ends of the sentences.

Example: "When I forget my homework," …. "my teacher is upset."

I would then do a communicative follow up game like pelmanism or snap using the same sentence halves.

Production
Again there are numerous activities for this stage and what you choose will depend on the language you are teaching and on the level of your students. However, information gaps, role plays, interviews, simulations, find someone who, spot the
differences between two pictures, picture cues, problem solving, personalisation activities and board games are all meaningful activities which give students the opportunity to practise the language more freely.

When teaching the present simple, I would try to personalise the lesson at this stage by giving students a list of question prompts to ask others in the class.

Although the questions are controlled the students are given the opportunity to answer more spontaneously using other language items and thus the activity becomes much less predictable.

It is important to monitor and make a note of any errors so that you can build in class feedback and error analysis at the end of the lesson.

Elsewhere, I have suggested the following ideas for a lesson following PPP:

<table>
<thead>
<tr>
<th>STAGES</th>
<th>Actividades y estrategias</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>La docente, para presentar WAS-WERE en función de biografías, muestra a los alumnos figuras de personas famosas. Pregunta por sus profesiones, procedencia, y otras cuestiones que hacen a los alumnos activar conocimientos adquiridos.</td>
</tr>
<tr>
<td>Presentation and elicitation</td>
<td>La docente comienza a relatar brevemente la biografía de cada figura haciendo hincapié en el aspecto oral. Luego de hacer preguntas o pedir a sus alumnos que completen sus elocuciones, escribirá algunas ejemplos y a partir de ellos guiará a los alumnos para que sean ellos quienes infieran las reglas de uso (grammar awareness).</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Realizan ejercitación de completar oraciones, preguntar y responder sobre información dada.</td>
</tr>
<tr>
<td>Production</td>
<td>Cada alumno escribe y lee en voz alta oraciones sobre un determinado personaje famoso y los demás deben adivinar</td>
</tr>
</tbody>
</table>
You will now find examples of lesson plans following PPP with some variations of course.

**An example of PPP:**

**Materials:** a video from internet site, flashcards, board

**LESSON Aims:**
- To talk about the weather
- To ask and answer questions about the weather to start a conversation.

**Linguistic skills:**
Learning the meaning and pronunciation of new words
Learning to ask questions in order to agree to a type of weather

Lexis
Flashcards
Images
A television
And a video from ENGLISH FOR KIDS ESL KIDS LESSONS "What’s the weather like"

**Warm-up 5min**

I'll say hello and point to the window saying” Look the Sun outside! Today is a sunny day”. I would draw a Sun on the board and repeat the phrase;”it´s sunny today “two or three times slowly while shaking hands with some students.
I'll encourage them to say “the phrase it’s sunny, while I ‘m pointing to the sun on the board
Then I will draw clouds on the board and say the phrase “its cloudy today I will repeat the same action with windy day and rainy day
I'll encourage them to say “the phrase it’s sunny, cloudy, and rainy while I ‘m pointing the draws: the sun. The clouds and the rain on the board

**Development. 30 min**

After my brief introduction I will show a video about the weather. Meanwhile they are listening and watching I’ll encourage them to repeat each word (windy,sunny,rainy,ets).After the video I will give out flashcards of different places in the world showing sunny,cloudy,rainy,windy days I ask them What's the weather like in Tokyo? They’ll say the weather according to the picture. I'll ask them to ask and answer each in pair.
I’ll make the question: What’s the weather like today? and write it on the board plus possible ways of answering it: Sunny,”Look the Sun!” and I will point the sun on the board. I'll do the same with cloudy.rainy, windy.

I'll then give students a worksheet (included below) to complete bubbles. In the worksheet there is some type of climate so they have to choose and complete the bubbles. This is an individual activity. I’ll go through the classroom in order to check the activity and guide students to do it successfully. I'll encourage students to read aloud the bubbles along with their classmates. I'll ask them to come to the front and copy the answers.

After that, I’ll ask the students to form small groups. I'll now hand out cards with weather conditions.
I’ll ask students to work in groups and ask each other what’s the weather like in Bahia Blanca today and answer about other places in our country.

**Closing – 5 min**
I’ll encourage the class to search for pictures showing the different seasons. Then I’ll close the class, saying “goodbye, see you” and ask students to repeat it.

---

**REFLECTIVE TASK**

*Do you like this approach?*
*Do you think you sometimes follow some of these ideas?*
*Have you ever experienced a lesson more or less organised like above?*
*How did you feel as a student?*
*And as a teacher?*
Sometimes different types of tasks of the kind found in coursebooks are used to replace teaching strategies, but, however useful and effective these may be, they are only tasks. They can help consolidate teaching, help with the learning process, but only after the teaching has taken place. They are never substitutes for teaching. However, TBL is seen as an inductive approach.

What is a task?

- An activity
- Primary focus is on meaning
- Target language is used communicatively to achieve an outcome
- There is a non linguistic goal
- But a focus on form may arise out of the activity
- A task involves cognitive processes
- It uses any of the four language skills
- Reflects real world use
Another definition

A task is a holistic pedagogical activity, combining both task as workplan and task as process
A task involves language use
A task has a pragmatic, non-linguistic outcome
A task is used in such a way as to create some challenge aimed at language development
A task is aimed at promoting language learning through process or product or both

3 components of a TBL Framework

1. PRE-TASK PHASE
INTRODUCTION TO TOPIC AND TASK
Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instructions and prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead into a task.

2. TASK CYCLE

<table>
<thead>
<tr>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students do the task, in pairs or small groups. Teacher monitors from a distance, encouraging all attempts at communication, not correcting. Since this situation has a &quot;private&quot; feel,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and then comments on the content of the reports.</td>
</tr>
</tbody>
</table>
Students feel free to experiment. Mistakes don’t matter.

Learners may now hear a recording of others doing a similar task and compare how they all did it. Or they may read a text similar in some way to the one they have written themselves, or related in topic to the task they have done.

3. LANGUAGE FOCUS

ANALYSIS
Students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books.

PRACTICE
Teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the Analysis.

Sometime after completing this sequence, learners may benefit from doing a similar task with a different partner.

What follows below are more ideas for you to incorporate into your lesson plans for TBL:

LESSON-PLAN TABLE 1

<table>
<thead>
<tr>
<th>Paso</th>
<th>Ejemplo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Construcción de un esquema cognitivo familiar</td>
<td>El docente hace escuchar distintos sonidos (tren, ballenas, esquí, tango, cataratas, etc) que los alumnos deben adivinar.</td>
</tr>
<tr>
<td>2. Práctica</td>
<td>Los alumnos, en base a un texto que describe lugares turísticos de la Argentina, deben contestar preguntas de comprensión.</td>
</tr>
<tr>
<td>3. Escucha de material auténtico</td>
<td>Los alumnos ven un video donde se describe una atracción turística de nuestro país. Prestan atención a la organización textual de la información.</td>
</tr>
<tr>
<td>4. Foco en elementos comunicativos.</td>
<td>Vuelven a escuchar el audio y el docente les hace notar los elementos cohesivos y descriptivos del texto.</td>
</tr>
<tr>
<td>5. Ejercitación</td>
<td>En base a apuntes, los alumnos expanden</td>
</tr>
</tbody>
</table>
información sobre lugares turísticos de la provincia.

| 6. Tarea (task) | En pequeños grupos los alumnos realizan una presentación oral con soporte visual donde describen un lugar turístico de la provincia. |

**LESSON-PLAN TABLE 2**

<table>
<thead>
<tr>
<th>Fase</th>
<th>Ejemplo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-task phase:</strong></td>
<td></td>
</tr>
<tr>
<td>Introducción de tema y activación de lengua ya aprendida.</td>
<td>Mi rutina en vacaciones. El docente pregunta dónde van usualmente, con quién. Les pide que en parejas descubran qué es lo que la otra persona más/menos hace en vacaciones.</td>
</tr>
<tr>
<td>Actividades pre-tarea</td>
<td>Clasificar palabras relacionadas con vacaciones (odd one out), unir frases con ilustraciones (todas las frases son correctas y posibles pero dependen del contexto/uso), tormenta de ideas de acciones que se hacen en la playa, la montaña, en casa, de día, de noche, con los padres, con los primos, armar un cuestionario para entrevistar a otra persona, tomar nota de una experiencia relatada por el docente u otra persona (audio/video), completar oraciones para describir una ilustración o generar ‘collocations’ (ej: <em>Paul is riding his ______</em> y no <em>Paul ___ riding his bike</em>).</td>
</tr>
</tbody>
</table>
## Proponer las consignas para la tarea

Los alumnos leen en silencio las consignas sobre armado de una rutina para reportarla a un pen-pal de otro grado. El docente hace una demostración con su rutina. Los alumnos proponen otro ejemplo de organización.

### Task phase:

- **Los alumnos realizan la tarea**

  Según consignas, escriben e ilustran la rutina en forma de borrador.

- **Planificación de cómo armar la tarea para que sea informativa y clara.**

  Los alumnos organizan el escrito y las ilustraciones para que sea visualmente interesante.

- **Presentación de la tarea.**

  Presentan en forma oral y escrita el borrador de la rutina. Reciben comentarios, corrigen y presentan la rutina final antes de entregársela al pen-pal.

### Follow-up task phase:

- **Evaluación y reflexión**

  En español/inglés los alumnos comentan qué les resultó más fácil/complicado y qué les ha permitido aprender la tarea en cuanto al inglés y en cuanto a organizar ideas. Los alumnos proponen otras formas de llevar a cabo la actividad cuando la repitan en otros contextos/situaciones).

<table>
<thead>
<tr>
<th>Tipo de tarea</th>
<th>Ejemplo</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Information gap’ y ‘opinion gap’</td>
<td>En pares, un niño debe dibujar lo que su par le describe y viceversa.</td>
</tr>
<tr>
<td>Diálogos y dramatizaciones</td>
<td>Usando títeres elaborados por los niños, recrean un diálogo a partir de uno presentado por el docente y luego ejemplificado entre el docente y otro alumno.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Actividades de unir</td>
<td>Unir palabras con dibujos, palabras con otras palabras.</td>
</tr>
<tr>
<td>Secuenciaciones</td>
<td>Poner las ilustraciones/textos de una historia en orden cronológico, marcar la ruta de un viajero en un mapa.</td>
</tr>
<tr>
<td>Problemas</td>
<td>Resolver un acertijo, armar un rompecabezas para descubrir una pista, decodificar un mensaje en clave, reordenar un texto (group jigsaw reading)</td>
</tr>
<tr>
<td>Discusiones</td>
<td>Proponer alternativas para cruzar un río, para comprar algo en particular, para amoblar un cuarto, para pintar la escuela.</td>
</tr>
<tr>
<td>Predicciones</td>
<td>Predecir una historia a partir de las ilustraciones, títulos; agregar/crear partes omitidas en un relato o diálogo.</td>
</tr>
<tr>
<td>Comparaciones</td>
<td>Comparar ilustraciones, datos, descripciones, cifras, opiniones, textos, fuentes de información, gráficos.</td>
</tr>
<tr>
<td>Juegos de memoria</td>
<td>Recordar palabras faltantes en un texto por borrado progresivamente, recordar frases repetitivas en un cuento narrado por el docente, recordar elementos visualizados por</td>
</tr>
</tbody>
</table>
un corto tiempo, recordar claves, similares y opuestos.

Other examples from past trainees (remember these tables are organisers rather than full lesson plans):

<table>
<thead>
<tr>
<th>Steps</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction of the topic.</strong></td>
<td>Students listen to some parts of different well known (tango, cumbia, folklore, etc) songs and guess what type of music they are.</td>
</tr>
<tr>
<td><strong>practice</strong></td>
<td>They read an article about the music of the Argentinian culture and answer some questions about the material.</td>
</tr>
<tr>
<td><strong>Listening authentic material</strong></td>
<td>They watch a video which describes the different kinds of music and dances in the Argentinian cultural paying attention to how the description is made.</td>
</tr>
<tr>
<td><strong>Focusing on communicative elements</strong></td>
<td>They watch the video again and the teacher shows the students the cohesive and descriptive elements in the material.</td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>Using what has been learnt through the material the students write a summary about the music of the Argentinian culture.</td>
</tr>
<tr>
<td><strong>Task</strong></td>
<td>In groups the students share their summaries and make an oral presentation with visual aids about one of the Argentinian cultural music styles.</td>
</tr>
<tr>
<td>Phase</td>
<td>Example</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Pre-task phase:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Topic introduction</strong></td>
<td>Traffic laws. The teacher begins telling an anecdote about a time when the police stopped him/her and gave them a car ticket for not wearing the seat belt (for example). Then he asks the students to share if they have ever been caught with something like that.</td>
</tr>
<tr>
<td><strong>Pre-task activities</strong></td>
<td>Classify words related to traffic (odd one out) Match the items to the pictures. (seat belt, bridge, curve, left, double line, etc). Brainstorm about traffic elements. (Stop lights, roads, signs, directions, etc.)</td>
</tr>
<tr>
<td><strong>Task instruction</strong></td>
<td>Students read the instructions in groups about writing the town traffic rules to share with other students in the school. The teacher writes a few examples on the board. Some students also propose some examples.</td>
</tr>
<tr>
<td><strong>Task phase:</strong></td>
<td></td>
</tr>
<tr>
<td>Students do the task</td>
<td>Write and make signs to illustrate the rules.</td>
</tr>
<tr>
<td>Students plan presentation</td>
<td>Make signs and phrases interesting and attractive.</td>
</tr>
<tr>
<td><strong>Task presentation</strong></td>
<td>Students present their work orally and their written drafts. Then they receive the teacher and other students' feedback and correct their work before exposing it to the rest of the school.</td>
</tr>
<tr>
<td><strong>Follow-up task phase:</strong></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students check what they have learnt throughout the activity and give their opinion about it: if they liked it or not, what they would have changed, where else could we present our projects, etc.</td>
</tr>
</tbody>
</table>
### Step 1: Pre-task phase:

**Topic intro + review of previously acquired language**

- T asks Ss if they are fans of any particular music band or artist. T asks students what makes a person a real fan. In pairs, they discuss each member’s favorite artist, what they like most about them/him/her (music, fashion style, attitude, genre, the songs, lyrics, etc.).

- Ss report if the other member of the pair can be considered a real fan and why. T writes down key vocab. and expressions on the board. At this point, T adds Obligation modals to key vocab. While Ss make their contributions, e.g., Tom is a real fan because he always goes to his favorite band’s concerts, T writes down on the board: A real fan MUST go to all concerts. T allows Ss to deduce the meaning of modals. Once this task is finished, T explains meanings and degrees of obligation of modals and lists them in order on the board for Ss to have a reference.

- Ss complete a gap-fill collocation exercise using the key words and modals discussed above.

### Step 2: Task phase

**Writing of the 10 Commandments**

- T tells Ss that in small groups, they are going to come up with the Real Fan’s 10 Commandments. Each group is going to design its own Decalogue and write down 10 affirmative or negative statements. First, they are going to produce a rough version. Ss get in groups and write roughs.

- Each group reports its version to the teacher, who makes comments and polishes language. Groups write the final versions and design the poster.

### Step 3: Follow-up phase

**Assessment and reflection**

- T asks Ss what they thought of the activity, which aspects they found most difficult/easier. Ss are asked to reflect which other contexts/situations call for the use of these modal verbs.

---

**REFLECTIVE TASK**

- From the site, download the document called Planning_Approaches.docx.
- Study the TBL lessons plans there. This document will be very useful when you start planning PPP, TBL, or CLIL lessons. So...keep it at hand.
- What differences can you see between PPP and TBL?
- What do you think about the feedback I gave these trainees in the TBL lesson plans?
- Do you agree with their ideas and mine?
- What would you do different?
- How do you think the students may feel in these lessons?
Task-Based Learning: features and issues

Around the late 80’s teacher educators and researchers began to focus on the nature of what activities promoted purposeful and functional language learning and use (Johnson, 2003). This interest resulted in the development of the *task* as the primary unit for syllabus and lesson planning (Ellis, 2009; Nunan, 2004; Willis, 1996). A *task* may be defined as a language activity which (1) is focused on meaning, (2) features some kind of information or opinion gap, (3) asks learners to rely in their own resources, and (4) has a clear outcome that exceeds the use of language.

Ellis (2009), in his attempt to make the case for multiple TBL versions, draws the difference between focussed and unfocussed tasks. While the former are designed to use a target linguistic feature not told to the students, the latter provide opportunities to use any language communicatively. In addition, Ellis distinguishes tasks from situational grammar exercises through which students practice correct language without a clear defined outcome beyond language. Such a distinction leads Ellis to suggest that while unfocussed tasks are the core of task-based language teaching, situational grammar exercises followed by focussed tasks are part of task-supported language teaching.

On the one hand, TBL lessons should follow a three-sequenced phase plan which first asks learners to solve an information gap by relying on their own linguistic repertoire. Second, students listen to an authentic piece which shows them how other people have solved the task. In this phase, the students are exposed to the language needed to solve the task more authentically. Last, students engage in the final task, a task similar to the first one but which necessitates their deployment of the language featured in the second phase. On the other hand, task-supported language teaching is simply Presentation-Practice-Production. However, it is often the case that those teachers who claim to be models of either of these versions tend to either omit the last phase/production stage or devote a considerable time to the second phase/stage as they believe that more explicit grammar practice is needed for students to succeed in the final (un)focussed task.

Because TBL may have been originally thought for university contexts or multilingual classrooms, it has been subjected to criticisms and misunderstandings (Ellis, 2009). On the criticism side, it is claimed that it may be of relative value in settings where
teachers have limited language proficiency, exam-oriented curricula or large monolingual classes. When task implementation is faced with the latter, class disruptive behaviour and wide use of students’ mother tongue emerge. Teachers then experience frustration for they feel they cannot achieve the genuine communication goal that TBL promotes. Another criticism is that if teachers do not have a clear understanding of what a task entails, teachers may engage their students in non-linguistic activities such as drawing. While drawing, students tend to interact in their L1 therefore L2 production is poor if none.

Apart from these fair criticisms which suggest that we need to think more carefully about adopting approaches conceived for a second language environment or international communities, there are a number of misunderstandings. Ellis (2009) tries to solve some of them by drawing the distinctions I overviewed above. However, there are others which are similar to CLT-related misconceptions. One central misunderstanding is that TBL covers grammar inadequately for there is no grammar component in a TBL syllabus. Ellis explains that, once again, we need to make a further sensible distinction: a task-based syllabus and task-based teaching. In basic terms, this means that teaching should not be solely associated with the syllabus as teachers need to go beyond and think about the methodology to address that syllabus. This implies that even when the syllabus does not feature a grammar component, teachers can nevertheless introduce situational grammar exercises. This distinction is crucial as it also demarcates the difference between the prescribed syllabus/curriculum and the observed curriculum (Pollard, 2008), that is, what teachers are expected to do and what teachers (can) do.
a. As a first attempt, complete a table like the LESSON-PLAN TABLE 1 (find it above) in English about any ideas you may have for a lesson in secondary school with the aim of asking learners to make questions.
b. As a second attempt, imagine you have to teach DESCRIBING A PROCESS to Year 4 students:
- Complete the table-like LESSON-PLAN TABLE 2 (find it above) in English.
- Support your decisions by referring to the authors we’ve read so far (around 200-220 words).

What is CLIL?

Originally developed in Europe for Europe (Dafouz and Guerrini 2009; Lorenzo et al. 2010: 436; Wolff 2007: 15-16), CLIL, an acronym introduced by Marsh (Coyle et al. 2010: 3)
has established itself ‘as an umbrella term for any teaching context in which at least part of the instruction is given in another language than the L1 of the learners’ (Haataja 2007:9). A similar definition can be found in Dalton-Puffer (2007), who emphasises the scope of CLIL in educational settings and classrooms where the environment provides opportunities for acquiring learning as opposed to explicit practices. Her realisation of CLIL is that ‘it refers to educational settings where other than the students’ mother tongue is used as a medium of instruction (Dalton-Puffer 2007: 1’).

In this light, CLIL operates within a framework which facilitates the interrelationship between subject-matter knowledge and language knowledge through communication, culture and cognition (Coyle 2006; Pérez-Vidal 2009: 8-9); or as Coyle (2007:551) puts it, through a philosophical stance which has given rise to her practical and overarching 4Cs framework integrated by content, communication, cognition and culture where these four are taken into account holistically within specific contexts. I shall now turn to discuss how ‘language’ and ‘content’ may be defined in this framework.

In CLIL, language is seen as a conduit for communication and for learning through three interrelated perspectives, the Language Triptych, which stress a functional view of language (Coyle et al. 2010: 54; Mohan and Slater 2005: 155). In this triptych, one perspective is language of learning, i.e., the learning of terminology and phrases which are inherent to the content under study. Secondly, language for learning focuses on the language students need to carry out classroom tasks such as contrasting data. Last, language through learning makes room for unpredictable language learning as it is concerned with new language
emerging from the cognitive process students are engaged in. This latter cannot be managed and it depends on the teacher’s ability to make room for students’ demands in situ.

On the other hand, content may be identified with so-called non-language subjects or scientific disciplines (Wolff 2010: 103) which are realised in each local school curriculum. This means, that any CLIL curriculum must be tailored to each educational system and different educational traditions. Such a view calls for an active and independent involvement of students, teachers and school authorities interested in developing an adaptable curriculum for the integration of content and language locally (Wolff 2010: 104-107). In this line, teachers may negotiate with their students, provided it is a language-driven model, what school subjects could be selected to build unit blocks which may constitute the syllabus.

I introduced above the possibility of a language-driven model. This is linked to how the integration may be realised in practice. How content and language are balanced or emphasised gives rise to a number of models which move in a continuum from content-driven to language-driven approaches. These CLIL models signal that there is no single pedagogy or model for CLIL (Coyle et al. 2010: 86; Ruiz-Garrido and Fortanet-Gómez 2009:180-181). As regards secondary education in Argentina, we may find bilingual education, interdisciplinary module approach, language based projects, and a monodisciplinary model (Luczywek 2009:45-47), in which EFL teachers incorporate curricular content to enrich their lessons. Usually, EFL
teachers start suggesting broad areas related to Geography, Biology, History and Culture and then the students suggest specific topics emerging from their own interests. Although the focus may appear to be on content, the lesson is still seen within English, i.e. on the language side. After all, it is the EFL teacher who is in charge of the lesson even when cross-curricular actions might be devised.

**Why CLIL?**

According to Coyle (2006), CLIL will motivate both students and teachers provided it is responsive to the context in which it is developed. Given the relatively low interest in English as a school subject among students with language institute-generated knowledge of English, Argentinian teachers may resort to CLIL to meet the demands of their settings making students and teachers themselves wanting to come to lessons. Coyle adds that motivation in CLIL lessons may be fostered by teacher collaboration and involvement in curriculum development, and the non-prescriptive nature of its models. Motivated teachers, she asserts, breed motivated students who, in turn, will motivate their teachers even more.

In principle, CLIL motivates students because they can learn new contents and revise others which are initially rooted in their own interests and curiosity (Brown 2007: 168-172; Seikkula-Leino 2007). The content relations students may achieve produce a positive impact because they are linked to their personal experiences (Llinares and Whittaker 2009: 78-85). It is the value of the unknown and the importance of manipulating new concepts that may drive students. Richards and Rodgers (2001:204-215) state that students learn another language more successfully when they acquire information, such as curricular content,
through it. What is key in CLIL, according to Coyle et al. (2010: 29-30), is that the content needs to be cognitively engaging to students with tasks which promote problem solving and higher-order thinking processes. CLIL also involves language proficiency for students begin to engage in tasks which require complex language derived from curricular complex relations (Kong 2009:239-248).

Learners are also engaged in more real meaningful interaction when the process is supported by authentic materials. Drawing on a theory of learning built on students’ experiences outside and inside schools, authentic CLIL materials may feature texts about contemporary issues and discourse-based activities. Contents may come from Geography as it is highly visual, spatial and contextual. Moreover, authentic materials can come from textbooks as well as the media in the form of documentaries, news reports and short articles. The experience is richer because students may adopt more equal roles since they can suggest topics, explore different knowledge areas and contribute to materials and activities selection through which they can develop their autonomy (Wolff 2003:211-215).

Overall, students and teachers feel motivated through content and language integrated learning experiences because they offer possibilities to use the language meaningfully by learning new contents through the language. Within language-driven models, motivation may also increase because topics, lesson dynamics and materials are negotiated in such a way that students are willing to learn because they have been active participants in the process.
Some of the basic principles of CLIL are that in the CLIL classroom:

- Language is used to learn as well as to communicate
- It is the subject matter which determines the language needed to learn.

A CLIL lesson is therefore not a language lesson neither is it a subject lesson transmitted in a foreign language. According to the 4Cs curriculum (Coyle 1999), a successful CLIL lesson should combine elements of the following:

- **Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- **Communication** - Using language to learn whilst learning to use language
- **Cognition** - Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- **Culture** - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

- **Listening** is a normal input activity, vital for language learning
- **Reading**, using meaningful material, is the major source of input
- **Speaking** focuses on fluency. Accuracy is seen as subordinate
- **Writing** is a series of lexical activities through which grammar is recycled.

For teachers from an ELT background, CLIL lessons exhibit the following characteristics:

- Integrate language and skills, and receptive and productive skills
- Lessons are often based on reading or listening texts / passages
- The language focus in a lesson does not consider structural grading
- Language is functional and dictated by the context of the subject
- Language is approached lexically rather than grammatically
- Learner styles are taken into account in task types.
Lesson framework

A CLIL lesson looks at content and language in equal measure, and often follows a four-stage framework.

Processing the text
The best texts are those accompanied by illustrations so that learners can visualise what they are reading. When working in a foreign language, learners need structural markers in texts to help them find their way through the content. These markers may be linguistic (headings, sub-headings) and/or diagrammatic. Once a ‘core knowledge’ has been identified, the organisation of the text can be analysed.

Identification and organisation of knowledge
Texts are often represented diagrammatically. These structures are known as ‘ideational frameworks’ or ‘diagrams of thinking’, and are used to help learners categorise the ideas and information in a text. Diagram types include tree diagrams for classification, groups, hierarchies, flow diagrams and timelines for sequenced thinking such as instructions and historical information, tabular diagrams describing people and places, and combinations of these. The structure of the text is used to facilitate learning and the creation of activities which focus on both language development and core content knowledge.

Language identification
Learners are expected to be able to reproduce the core of the text in their own words. Since learners will need to use both simple and more complex language, there is no grading of language involved, but it is a good idea for the teacher to highlight useful language in the text and to categorise it according to function. Learners may need the language of comparison and contrast, location or describing a process, but may also need certain discourse markers, adverb phrases or prepositional phrases. Collocations, semi-fixed expressions and set phrases may also be given attention as well as subject-specific and academic vocabulary.

Tasks for students
There is little difference in task-type between a CLIL lesson and a skills-based ELT lesson. A variety of tasks should be provided, taking into account the learning purpose and learner styles and preferences. Receptive skill activities are of the ‘read/listen and do’ genre. A menu of listening activities might be:

- Listen and label a diagram/picture/map/graph/chart
- Listen and fill in a table
- Listen and make notes on specific information (dates, figures, times)
- Listen and reorder information
Listen and identify location/speakers/places
Listen and label the stages of a process/instructions/sequences of a text
Listen and fill in the gaps in a text

Tasks designed for production need to be subject-orientated, so that both content and language are recycled. Since content is to be focused on, more language support than usual in an ELT lesson may be required.

Typical speaking activities include:

- Question loops - questions and answers, terms and definitions, halves of sentences
- Information gap activities with a question sheet to support
- Trivia search - ‘things you know’ and ‘things you want to know’
- Word guessing games
- Class surveys using questionnaires
- 20 Questions - provide language support frame for questions
- Students present information from a visual using a language support handout.

See also [http://www.teachingenglish.org.uk/articles/clil-%E2%80%93-how-do-it](http://www.teachingenglish.org.uk/articles/clil-%E2%80%93-how-do-it)

[http://www.teachingenglish.org.uk/category/specialist-areas-filter/clil](http://www.teachingenglish.org.uk/category/specialist-areas-filter/clil)

You can now watch me giving some ideas about CLIL in Colombia. Do they apply to your context?
At the end of this unit, look at some ideas about CLIL and cross-curricular activities (less emphasis on content) with different levels of students.

This is another example from the Diseño Curricular I have co-authored.

<table>
<thead>
<tr>
<th>Fase</th>
<th>Ejemplo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparación previa</td>
<td>El docente indaga con el profesor de Geografía un tema de interés para los alumnos: pirámides poblacionales comparadas.</td>
</tr>
<tr>
<td>Presentación de la clase</td>
<td>Se presentan diferentes países que los alumnos deben ubicar en un mapa y clasificar en desarrollados y en desarrollo. Luego se brinda información sobre las poblaciones y vocabulario específico.</td>
</tr>
</tbody>
</table>
| Actividades por habilidades | **Listening**: se presenta un video que describe la pirámide de población inglesa.  
**Reading**: Los alumnos leen sobre las características de las poblaciones de Inglaterra y Brasil y cómo son piramidalmente representadas. Deben contestar preguntas de comprensión y marcar en el texto cómo se emplea el presente simple para describir tendencias poblacionales y las oraciones condicionales.  
**Speaking and writing**: de a pares los alumnos comparan diferentes pirámides proveídas por el docente. Previamente se repasan conectores. |
| Actividad de cierre (project) | Cada par se junta con otro par y redactan las características generales comparando países y regiones de su interés. Presentan sus análisis al resto de la clase. |

**REFLECTIVE TASK**

a. Do you think CLIL is completely new?
b. Did you ever learn content in your English lessons?
c. Do you think you’d like to explore CLIL as a teacher?
d. How would you feel teaching with the CLIL lesson plan in the Planning_APPROACHES document?

e. How would you describe your own approach to teaching?
f. Do you think these units may help you improve your teaching approach?
g. Go to

**FORUM 4.1**

a. Read [article 1](#) and [article 2](#)
b. Do you think that this approach could be viable in Argentina?

**LESSON 4**

*Ideas about lesson planning - organisation*

**READING TIME!**

From now on, we will start with planning lessons according to different situations. In these plans you will need to show how you have incorporated all the previous units in Didactics II-III.

Whatever the approach, all your lesson plans should look like the one below. Perhaps, you may make changes if your lesson is supposed to reflect TBL (remember the phases we saw above?). If your lesson is more like PPP or CLIL. Also, you have sample lesson plans which you could resort to. Pay attention to my comments in green.

Your lesson plan should follow more or less the following template:

**I.S.F.D LENGUAS VIVAS BARILOCHE - TALLER DE PRÁCTICA DOCENTE III**

**ENTREGA DE PLANIFICACIÓN**

**ALUMNO PRACTICANTE:**

- **Sala/Grado y sección:**
- **Nivel lingüístico del curso:**
- **Tipo de Planificación:** (Unidad o Clase): Clase
- **Unidad Temática:**
- **Clase Nº:**
- **Duration of the lesson:**
- **Teaching points:** Modal verbs (can, could, may)

**Unit Aims:** Your aims should be achieved in your plan. You need to have your aims clear before anything else because they will guide you through your own planning. I will particularly look at to what extent you cover these aims by the time the lesson finishes.

- To help students be aware of the different functions of the modal verbs (May, Can and Could)
- To stimulate students to get meaning out of texts, even though they may not understand all the words in it.
- To develop students’ listening and speaking abilities through listening sub skills.
- To help students reflect and discuss about noise pollution

**Language Focus:** This table will show what you are revising or building up on AND the new language.
LEXIS | FUNCTIONS | STRUCTURE
--- | --- | ---
**REV** Vocabulary related to health: headaches, blood pressure, heart disease, illness | Describing, Hypothesising, Guessing, Suggesting. | Some effects of noise may be physiological. That may be a mobile phone. It can be acquired or congenital.

Materials: text, pictures / cd player/pendrive/
**Procedures:** The headings in blue are the stages in your PPP and CLIL lessons. These will vary in a TBL lesson. For TBL refer back to the sample lesson in the word doc file with lesson plans.

**ROUTINE** (5’ minutes)
I will greet the students and I will ask them “how are you?” Next I will ask them about the date and I will write it on the board for them to copy it down.

**WARM-UP** (around 5 minutes): Here you’ll sort of introduce the topic, create the context of your lesson. It’s like a bridge between the previous lesson and this lesson. You revise those aspects which help you scaffold new teaching.

**PRESENTATION** (around 15’)
Here you need to explain how you are going to teach what you present. You need to justify your decisions. Remember that your presentation strategies if it’s PPP or CLIL should be through awareness. Remember that TBL lessons have other features and stages in the lesson.
Another important aspect is that you need to provide a transition from stage/activity to the next one so that the plan looks smooth and fluid.

**Eg of a transition:** ‘Now that we’ve looked at these pictures on the board, let’s go to page 12 and see what they have in common’ The teacher then explains activity 1 below.

**DEVELOPMENT (PRACTICE and PRODUCTION)**
All the possible activities from more controlled (focussed tasks or situational grammar exercises) to less controlled or unfocussed tasks or activities. For each activity you need to explain whether students will work individually, in pairs or small groups and what exactly you want them to do. What’s your role too? If you develop activities, you need to provide a sample of it. Remember to include transitions and be coherent from one activity to the next. It doesn’t have to be a collection of activities. You need to include your sources and materials.

**Activity 1** (10’ minutes)
Activity 2 (12’ minutes)
You need to also create activities which combine skills.

Activity 3 (15’ minutes)

Activity 4 (15’ minutes)

Closure: (8’ minutes) This is after the production stage (free activity, final task, game, song, etc). Here you wrap up the whole lesson and give homework if any.

Let’s read the following lesson plan…

What approach does this plan represent?

DAILY LESSON PLAN

SCHOOL: Escuela Nº
TEACHER:
CLASS: 6th grade
TIMETABLE (DATE-TIME): Monday 10 to 11.20 am.
CLASS TIME: 80 minutes
Students’ language level: Elementary
Thematic Unit: MEGACITIES
Class #: 1

Lesson aims
✓ To identify famous Megacities
✓ To revise the use of there is/ there are to describe cities.
✓ To review adjectives that describe places
✓ To introduce vocabulary related to “Megacities”

Language Focus
LEXIS
- Megacities,
- Adjectives to describe places.
- New vocabulary: skyscraper, semaphores, hustle and bustle, fashion shops, underground metro, avenues, art galleries, population.

FUNCTION
- Describing.

STRUCTURE
- There is / There are (Revision)
- Verb To be (revision)

Warm-up stage (5 minutes)

- I will greet students. I will elicit date and write it on the board.
- I will show them a big map of the world. I will stick the map on the board.
  The map has some cities marked with a big red dot. In this lesson we are going to work with five famous megacities (Tokyo, Mexico City, Sao Paulo, New York and Buenos Aires). I will ask them if they can identify the names of the cities marked. I will elicit answers and provide the name of the cities the students do not know. It is a good moment to revise the names of the countries marked as well.
- I will show Sts photos of each city and I will ask them a few questions. E.g. Is this a big or small city? Which city do you think is this picture? Why? According to the Sts response I will stick each photo next to the city marked on the map. After that, I will tell sts that our topic for today’s lesson is “MEGACITIES”

Presentation (20 minutes)

- I will divide the classroom into five groups of three or four students. I will hand in to each group a picture of a megacity. Below the picture sts will find information about the population. Then I will ask sts what things can they see in the photos. Students describe the picture with vocabulary and structures they already know. I will elicit responses and I will provide sts new vocabulary related to Megacities, such as big, huge, large, skyscraper, avenues, hustle and bustle, underground metro, fashion shops, museums, art galleries, semaphores, illuminated signs, million people. To do this activity I will show some pictures illustrating the new vocabulary.
Then I will provide sts an example to show them how they can describe the photo in a more organized way, combining the knowledge they already have with the new vocabulary. I will write this example on the board.

E.g. *Buenos Aires is a fantastic and a huge megacity. There are a lot of people living there. It has a population of more than 13 million people. There are many semaphores and illuminated signs all over the city. There are also fashion shops and famous art galleries.*

- Next, I will give groups two or three minutes to think and prepare their description using the picture given at the beginning. If they want, they can write down ideas. They can follow the model given by the teacher. If sts come up with any new word, I will provide the corresponding translation.

**Practice (35 minutes)**

- I will ask students to remain seated in groups. I will hand in magazines and pictures of different cities. In groups they will have to create a Megacity. To do this exercise I will also provide them some posters to stick on the photos found in the magazine.

- They will have to use the material given to produce the task. In this activity they will have to include: the name of the city, description of the city, the population, the country where we can find this Megacity, etc. They must write down ideas in their notebooks.

- Once all the groups have finished, each of them will have to make a presentation in front of the class, telling us about their "New megacity". At the end of the activity I will provide feedback on each presentation.

**Free Practice (10 minutes)**

In pairs sts will have to do a role-playing activity. I will write on the board different situations, for example:

- Two friends meet after a long time and talk about the places they have been.
- Sts imagine they want to go on holidays and ask a person to describe a megacity they know.
- A conversation between a tourist and a tourist guide. They are in Tokyo.

Students can choose the topic they like most.

In this activity I will monitor that students are using the correct structures and the vocabulary learnt in the lesson.
Closure (10 minutes)

We are going to listen to a song. It is a cover of "New York, New York" by Frank Sinatra. This is a cover made by B.O.B. I have chosen this version because it is a modern one; I assume sts will enjoy it more. I will give students the lyrics of the song. The lyrics have some missing words. Students will have to complete with the correct word.

After listening to the song, we are going to check the exercise and discuss about it, as it is a song of a Megacity. I will ask them if they like it.

The lesson plan above is a good example of a CLIL or topic-based lesson plan 😊

Now, are you ready for your next assignment? Of course you are…

MANDATORY ASSIGNMENT 4 B

This assignment can be done in pairs

A. This assignment is about lesson planning. Choose ONE of the options below.
1. In a lesson, imagine that you have to introduce RELATIVE CLAUSES to elementary teenagers. Think about your communicative aims and context for such a lesson in 80 minutes. Following the lesson template on pages 31-32, plan a PPP lesson for the situation above. Try to emphasise listening and speaking skills in this lesson plan.

2. Now, imagine that you have to revise PAST TENSES through THE RECOLETA CEMETERY\(^1\) to a group of Year 4. Following a CLIL lesson plan, plan a lesson for this situation. Try to integrate the four skills.

3. Following the more detailed lesson plan above, expand one of the tables you submitted in assignment 4A.

---

**Lesson 5**

**Literature and culture in the classroom**

In the lesson above we overviewed teaching approaches and lesson planning. In Unit 5 we touched on skills. Now, how can we incorporate literature and link it to these aspects? Does literature have a place in a CLIL lesson? Of course! Does literature have a place in a reading lesson? Absolutely!

**Reading Time!**

I’d like you to download the following files from the platform:
- BritLit_ELT.pdf
- Intercultural Resource Pack.pdf

Also, go to

[http://www.teachingenglish.org.uk/articles/literature](http://www.teachingenglish.org.uk/articles/literature)

---

\(^1\) You can check topics and texts at [http://www.recoletacemetery.com/](http://www.recoletacemetery.com/)
http://www.candlelightstories.com/category/audio-stories/

http://www.teachingenglish.org.uk/teaching-kids/promoting-diversity-through-children%E2%80%99s-literature

http://www.teachingenglish.org.uk/teaching-kids/goldilocks-three-bears

http://www.teachingenglish.org.uk/teaching-kids/tips-using-stories

http://www.claudiaferradas.net/index2.php?ArticleId=9&CategoryId=9

http://www.njcu.edu/cill/journal-index.html

http://alejandroddeangelis.com.ar/?cat=26

At this stage, I’m not asking to do anything in particular. We’ll come back to Literature when we reach our last speaking assignment.

In this last lesson I would like to share with you a book about ELT, inclusion, and special needs. You can download it and read it. As you go through its pages, pay particular attention to what strategies teachers used to include these students in the lesson and how a learning experience was achieved.

When you finish reading it, you can move on to our last mandatory speaking task:
MANDATORY SPEAKING TASK 4

a. In an audio file, record and upload your answer to only ONE of the following questions:

1. Create a sequence of activities which integrate some skills through literature and interculturalism. Describe your aims, activities, resources, and procedures.

2. Go through the different cases presented in the book on ELT and special needs. Which cases make use of literature and how?

3. Choose ONE case from the book on special needs. Explain why you chose it and share any concerns, fears, experiences you may have in relation to such a potential/real case in your own classroom.

THIS IS THE END OF THE SUBJECT
IDEAS ABOUT CROSS-CURRICULAR ACTIVITIES

(Šveková, 2009)
2 Animals

TARGET LANGUAGE 'Animals' vocabulary area
Can, can’t have, don’t have

CROSS-CURRICULAR LINKS Biology

RESOURCES The board, a piece of paper and a pencil for each learner,
blank stickers or small pieces of paper and pins

PREPARATION Draw the pictures from stage 1 on the board.

TIME GUIDE 45 minutes

Lesson 1
Point to the board and explain to the learners that they can see parts
of animals' bodies in the windows. Let them look at the pictures and
guess which animals these are. Write the names of the animals on
the board. (Answers: 1 – bird, 2 – monkey, 3 – snail, 4 – fish, 5 – bee
or fly, 6 – crocodile, 7 – spider, 8 – elephant, 9 – frog, 10 – snake)

2 Use the pictures to elicit or teach the following expressions. Write
them on the board.

Body parts: wing, leg, feathers, scales, gills, a tail, a shell,
a trunk, fur, a beak

Actions: swim, fly, jump, slither, crawl

3 Give everyone a sheet of paper and a pencil. Ask them to write the
names of the animals from the board on the sheet. Tell them to
leave some space below each animal for notes. Ask the learners to
decide which words from stage 2 go with each animal and list
them, for example:
Animals

<table>
<thead>
<tr>
<th>Bird</th>
<th>Crocodile</th>
<th>Monkey</th>
<th>Snail</th>
</tr>
</thead>
<tbody>
<tr>
<td>wings</td>
<td>scales</td>
<td>legs</td>
<td>a shell</td>
</tr>
<tr>
<td>feathers</td>
<td>legs</td>
<td>a tail</td>
<td>slither</td>
</tr>
<tr>
<td>a tail</td>
<td>a tail</td>
<td>fur</td>
<td></td>
</tr>
<tr>
<td>a beak</td>
<td>swim</td>
<td>jump</td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let the learners compare their lists in pairs.

4 Write these sentence frames on the board:
   Do I have ...? Yes, you do. / No, you don't.
   Can I ...? Yes, you can. / No, you can't.
   Am I alan ...? Yes, you are. / No, you're not.

5 Give one learner a blank sticker or a small piece of paper. Ask him or her to choose one of the animals from the board and write it on the sticker or paper. Do not look at what they write. Then ask the learner to stick or pin it to your clothes on the back. Let the learners see the word. Use the sentence frames from the board to ask them questions to learn which animal is on the sticker, for example, 'Do I have legs?', 'Can I fly?' Get the learners to answer your questions.

6 Divide the class into pairs. Give the learners stickers or pieces of paper. Ask them to choose three of the animals from the board and write them on the sticker. Tell them to stick or pin the words on each other’s back. When all the learners have stickers on their backs, play the game as a whole-class activity. Tell the learners to ask each other questions to find out which three animals are written on their sticker – they can only ask one person one question. When a learner thinks they have the three answers, check the sticker for them.

7 Choose one animal and describe it using the structures 'I have ...' and 'I can ...'; for example, 'I have a tail, scales, and gills, and I can swim. Who am I?' Get the class to say which animal it is.

8 Let the learners work in pairs. Ask them to choose animals, describe them to each other as you did in stage 7, and guess which animals they are.
5 Plants

TARGET LANGUAGE
Plants’ vocabulary area
Present simple
Question forms – Does it …? Do you …? Has it got …?

CROSS-CURRICULAR LINKS
Biology

RESOURCES
The board, a sheet of paper and a pencil for each learner

PREPARATION
Draw the picture from stage 1 on the blackboard.

TIME GUIDE
45 minutes

Lesson

1. Point to the drawing on the board and tell the learners that you grow plants at home: a tulip, a bean, a cactus, some basil, and some garlic. Explain that you grow the plants in pots from seeds and bulbs, or one part of a bulb called a clove. Only the cactus is from the flower shop. Show where the plants have leaves, stems, and flowers. Point out that the bean has pods with seeds and the cactus a stem with spines.

2. Give everyone a sheet of paper and a pencil. Ask them to write the numbers 1 to 5 on the sheet. Tell the learners that you are going to describe which plant you grow in each flowerpot. Ask them to listen and write the letters next to the numbers. Describe the plants in simple sentences, for example:

a The plant grows very quickly. It has a stick in the pot to climb on. It has red flowers and then green pods. I sometimes use the seeds from the pods in the kitchen.

b I grow the plant from a clove. The leaves are long and narrow. I cut the leaves and use them on sandwiches. They taste milder than the cloves. I also use the cloves for cooking.
c  The plant has shiny green leaves. The leaves have a very pleasant and sweet taste. I add them to salads and other dishes. I water the plant very often. It likes sunlight.

d  It’s a desert plant. It needs very little water, especially in the winter. It likes a lot of sunlight. It has no leaves, but a thick stem with spines.

e  It’s a spring plant. It has a tall stem and a large bright flower shaped like a cup. I grow the plant from a bulb. The plant doesn’t like it when it is too hot.

(Answers: a – bean, b – garlic, c – basil, d – cactus, e – tulip)

3  Check the answers with the class.

4  Tell the learners that you are going to describe the plants again. This time ask them to listen and write simple notes – the main nouns, verbs, and adjectives – about each plant. For example:

Cactus: desert plant, needs little water, a lot of sunlight, no leaves, stem with spines.

Pause between sentences to give the learners time to think and write.

5  Ask the learners to dictate you their notes for each plant and write them on the board. Then ask the class to fill out the notes to make full sentences.

6  Divide the learners into pairs. Explain that each person should choose a plant in secret and they have to ask five questions to learn which plant their partner has chosen. The partner can only answer ‘Yes’ or ‘No’. Tell them to count a point for each ‘Yes’ they get from their partner. The points only count when they guess the plant. Ask them to compare who has got more points in the end. For example:

LEARNER 1  Has the plant got pods?
LEARNER 2  No.
LEARNER 1  Do you use it for cooking?
LEARNER 2  Yes.
LEARNER 1  Does it grow from a clove?
LEARNER 2  No.
LEARNER 1  Has the plant got shiny leaves?
LEARNER 2  Yes.
LEARNER 1  Do you add the leaves to salads?
LEARNER 2  Yes.
LEARNER 1  It’s basil.

(Three points)
8 Multiplying and dividing

TARGET LANGUAGE Numbers and calculations using multiplied by, times, equals, divided by
There is/are, how many, each
Prepositions of place

CROSS-CURRICULAR LINKS Maths

RESOURCES The board, a sheet of paper and a pencil for each learner

PREPARATION Prepare stories to tell. See stage 4.

TIME GUIDE 45 minutes

Lesson 1 Tell the learners that you are going to tell a simple story which you just want them to listen to. For example:

In the street where I live there are two hotels. In each hotel there are five floors. On each floor there are ten rooms. In each room there is a bathroom. In each bathroom there are two bars of soap. Then one day a thief steals half the soap bars. How many bars of soap are left in the hotel rooms?

2 Give each learner a sheet of paper and a pencil to make notes. Repeat the story. This time pause between the sentences to give the learners time to think and count. Get the learners to ask you questions if they missed some numbers, for example, 'How many rooms are there?' Check their answers.

3 Go through the story again and write a simple equation on the board to show how the problem can be solved. (Answer: \(2 \times 5 \times 10 \times 1 \times 2 = 200; 200 \div 2 = 100\).) Get the learners to help you explain the procedure. For example:

TEACHER There are two hotels in the town. How many floors are there in each hotel?

LEARNERS Five.

TEACHER Yes, there are five floors in each hotel. Two times five, how much is that?

LEARNERS Ten.

TEACHER That's right. There are ten floors altogether. How many rooms are there on each floor?

LEARNERS Ten.

TEACHER Yes, there are ten rooms on each floor. Ten times ten is...

LEARNERS A hundred.

TEACHER Good. There are a hundred rooms altogether. Now, how many bathrooms are there in both the hotels?

LEARNERS A hundred.

TEACHER Yes, a hundred. Each room has got one bathroom. In
Multiplying and dividing

each bathroom there are two bars of soap. A hundred multiplied by two equals ... 

LEARNERS Two hundred.
TEACHER Good. Two hundred soap bars in both the hotels. And then a thief steals half of them. Two hundred divided by two makes ... 

LEARNERS One hundred.

4 Tell the learners more stories. Encourage them to ask questions again if they miss any numbers. For example:

a There are two floors in the school. On each floor there are five classrooms. In each classroom there are three rows. In each row there are four desks. At each desk there are two chairs. How many chairs are there in the school? (Answer: 2 x 5 x 3 x 4 x 2 = 240 chairs.)

b In the hospital close to where I live there are four floors. On each floor there are five rooms. In each room there are two patients. Each patient has got two pillows. There is an extra pillow in each room. How many pillows are there in the hospital altogether? (Answer: 4 x 5 x 2 = 40 x 2 + 40 = 120 pillows.)

c There are three flower shops. In each flower shop there are ten flowerpots. In each flowerpot there are eight tulips. Half of the tulips are yellow. How many yellow tulips are there in the flower shops? (Answer: 3 x 10 x 8 = 240 tulips, 240 ÷ 2 = 120 yellow tulips.)

d A zoo buys two hundred and ten carrots for rabbits every week. There are two rabbit hutchs in the zoo. In each rabbit hutch there are five rabbits. How many carrots can each rabbit eat every day? (Answer: 210 carrots, 10 rabbits, 7 days; 210 ÷ 7 = 30 carrots a day; 30 ÷ 10 = 3 carrots for each rabbit a day.)

Check the learners’ answers. Invite them to explain in simple language how they arrived at the results.

5 Write the following sentence patterns on the board:

There is/are ...
In/on/at each ... there are ...
Each ... has got ...
How many ... are there ...?

6 Ask the learners to use the sentence frames and write a similar story with numbers that are easy to multiply or divide. When they have finished, ask them to tell the story to at least two other learners and let them calculate the result. In the end invite a few learners to share their stories with the whole class.