

# Contents

|  |           |
|--|-----------|
| <b>How to Use The New Teacher</b>        | <b>2</b>  |
| <b>Chapter Themes and Learning Goals</b> | <b>4</b>  |
| <b>3.1 Planning</b>                      |           |
| 3.1.1 Why Plan?                          | 6         |
| 3.1.2 Factors in Lesson Planning         | 11        |
| 3.1.3 Structure of a Lesson Plan         | 14        |
| <b>3.2 Lesson Objectives</b>             |           |
| 3.2.1 How to Write Lesson Objectives     | 19        |
| 3.2.2 Objectives and the Lesson Plan     | 24        |
| 3.2.3 Knowledge, Skills and Values       | 28        |
| <b>3.3 Lesson Structure</b>              |           |
| 3.3.1 The Five-stage Lesson              | 30        |
| 3.3.2 Introduction and Presentation      | 34        |
| 3.3.3 Controlled to Free Practice        | 36        |
| 3.3.4 Review and Homework                | 41        |
| 3.3.5 Writing a Lesson Plan              | 45        |
| <b>3.4 Lesson Content</b>                |           |
| 3.4.1 Activities: Stir and Settle        | 48        |
| 3.4.2 Lower and Higher Order Thinking    | 52        |
| 3.4.3 Resources                          | 58        |
| 3.4.4 Using a Coursebook                 | 60        |
| <b>3.5 Evaluating your lesson</b>        |           |
| 3.5.1 Reflection and Feedback            | 64        |
| 3.5.2 Teachers' Personal Aims            | 68        |
| <b>Answer Key</b>                        | <b>71</b> |
| <b>Appendices</b>                        | <b>81</b> |
| <b>Acknowledgements</b>                  | <b>84</b> |

## How to use

# The New Teacher

## in your training

The aim of this module is to develop the knowledge, teaching skills and reflective practice that are important for successful practitioners of learner-centred pedagogy.

This introduction will help you to understand the learning outcomes and learning strategies presented in the course. Each section of *The New Teacher* will include:

- **Exercises:** to help you develop and apply the knowledge necessary for best practice in the classroom.
- **Activities:** to help you develop the teaching skills necessary for best practice in the classroom.
- **Reflections:** to help you apply your new skills and knowledge to real-life teaching contexts such as your own classroom.

## Before and after the module...

Read the *Themes and Main Ideas* to prepare you for each module.

Look at the *Learning Goals* for knowledge, teaching skills and reflective practice. These outcomes will help you to identify which units of learning are most useful for you, or for your trainees' professional development. They will help you to establish short-term and long-term goals for this training course, and for future training.



At the back of the book there is a peer teaching and observation task. This will help you to put into practice the knowledge and skills you have gained from *The New Teacher*.

Included in the module is an answer key. It has answers and example answers to some of the exercises and activities. Some questions rely on your own opinions and experience so we don't provide examples.

Additionally, there is an appendix section. In it are the following:

- a lesson plan template. You can use this when you are preparing your own lessons.
- an observation template. You can use this when you are observing another teacher (or another teacher can use it to observe you).
- a list of the ASEAN competencies that are covered in this course.

# In the module, you will find:

*Key Words and Phrases* are technical terms we think are important to understand. You don't need to memorise them all. You will see these words in **bold** when you read the text.

**1.2 Different Sides of the Learner**

**Key words and phrases in 1.2**

|                                  |                               |
|----------------------------------|-------------------------------|
| accurate: မှန်ကန်သော             | recall: နှုတ်မိသည့်           |
| application: အသုံးပြုမှု         | revise: ပြန်လည်လေ့လာခြင်း     |
| assessment: အကဲဖြတ်ခြင်း         | roleplay: ပြုမူဆောင်ရွက်ခြင်း |
| comprehension: ဝေဖန်ဆင်ခြင်ခြင်း | stimulation: တက်ကြွစေမှု      |
| dominant: လွှမ်းမိုးမှု          | survey: သုတေသန                |
| flow chart: စီးဆင်းမှုပုံစံ      | symbol: အမှတ်တံဆိပ်           |
| handout: စာအုပ်                  | text: စာအုပ်                  |
| map: မြေပုံ                      |                               |
| mind map: စိတ်ဓာတ်ပုံ            |                               |
| motivate: စိတ်ပါဝင်စားစေခြင်း    |                               |

**Preview**

**1.2.1 Learning Styles**

**Lead in...**

How a person learns can be demonstrated in several different ways. Teachers can use this knowledge to motivate their learners.

**Ideas about Learning - "Learning Styles"**

One way to understand our learners and meet their needs is to understand their learning styles.

In 2001, a researcher called Neil Fleming investigated the idea that most people have a preferred learning style - visual, auditory or kinesthetic. Teachers can use this knowledge to design learning activities to help learners improve their performance.

Module 1 How Do Learners Learn? 9

*Previews*. Every section starts with a Preview task to get you thinking and talking about the topic and to activate your prior knowledge in an area.

Answers to Previews, where possible, are at the back of the module.

*Exercises* check understanding of the ideas in the section. They offer ways to apply these theories and develop relevant teaching skills in your own teaching context.

Answers to Exercises, where possible, are at the back of the module.

**Exercise**

**B** Discuss these questions.

1. What happens in a class if a teacher uses only their favorite teaching/learning style? Does this help learners learn effectively?
2. Should a learner be aware of their own learning style?

**C** Fill the gaps.

equally wider strongest favoured three

1. Learners can use their \_\_\_\_\_ learning style to help them learn, e.g. when revising.
2. Teachers should use all \_\_\_\_\_ styles in their teaching to help all their learners \_\_\_\_\_.
3. Teachers can help learners develop their less \_\_\_\_\_ learning styles and use a \_\_\_\_\_ range of study techniques.

**Activity**

**D** **Group presentation.** As a group, choose a learning style. Make sure the class covers all three styles. Follow the instructions.

1. Look at an activities book. Make a list of classroom activities in the book that are useful for your group's learning style.
2. Add other activities from your own teaching/learning experience.
3. Make a poster presenting the activities useful for your learning style.
4. Look at the other groups' presentations. Add information and ideas to other groups' presentations.
5. Make notes of the best ideas. Identify the activities that you would use in your classroom.

**Reflection**

**E** In a reflective journal...

1. Describe something you learnt in this subsection, and why that was significant for you.
2. How has learning about this topic changed the way you think about your teaching?
3. Does it make you want to change the way you teach? In what way will you change your teaching style?

**Summary - 1.2.1: Learning Styles**

By recognising and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

12 The New Teacher

*Activities* are designed to help develop the skills necessary for best practice in learner-centred pedagogy. These include planning, designing and adapting activities to suit different types of learners, classroom arrangements and class sizes.

Answers to Activities, where possible, are at the back of the module.

*Reflections* ask you to think about your own teaching and learning practices. This is based on the idea that all learner-centred teaching practice involves a process of planning, teaching and evaluating your teaching in order to plan the next lesson. Reflections focus on how the knowledge and skills used in this module are applied in a classroom.

*Summaries* remind you of the main ideas of the section.

Additionally, there are discussion activities throughout the course, which we hope will give trainees the chance to talk about, and reflect further on, some of the ideas in the course.



# Module 3

## Lesson Planning

### Themes and Main Ideas

This is the third module in *New Teacher* series. It looks at how you can plan lessons for more effective learning. It looks at ways to help busy teachers design better lesson plans. It also focuses on activities you can use at different stages of the lesson, or to promote different types of thinking. It is designed to have useful content and examples for teachers of all ages and subjects.

This module focuses on the planning stage of the the teaching cycle. *The New Teacher 1* helps us to identify our learners' needs, and the *The New Teacher 2* focuses on the actual teaching - managing your classroom.

### Learning Goals

#### **Knowledge**

(Exercises)

In this module you will increase your knowledge of:

- the factors and elements in lesson planning;
- different formats to plan lessons;
- specific, relevant and measurable lesson objectives;
- the five-stage lesson;
- levels of control;
- higher and lower order thinking;
- the benefits and disadvantages of using coursebooks;
- observation and feedback techniques.

#### **Skills**

(Activities)

In this module you will improve your ability to:

- apply planning solutions to common teaching issues;
- write clear, focussed lesson objectives;
- select activities to suit different stages of a lesson and different thinking levels;
- sequence activities in a logical order;
- assign relevant review and homework tasks;
- select and create appropriate teaching resources;
- adapt coursebook materials;
- observe lessons for specific teaching and learning processes.

#### **Reflection**

(Reflections)

In this module you will reflect upon:

- the purpose of lesson planning;
- the importance of teaching to objectives;
- knowledge, skills and values;
- how teaching techniques can be applied in your own classroom to encourage the development of different levels of thinking;
- your progress in planning, implementing and evaluating lessons;
- your personal teaching goals.





A student taking part in an activity. Other students guess "what is it?"



A continuum, show "controlled" to "free" practice activities.



Students and teacher doing a physical "stir" activity using the space available.



Top Htaw student teachers with posters about the teaching cycle.



A teacher shows a correctly completed "clothes" worksheet.



A student comes to the board during a "teach each other" activity.

# 3.1 Planning

## Objectives

- Trainees will discuss the purpose and importance of planning lessons.
- Trainees will identify some factors involved in lesson planning.
- Trainees will be familiar with different lesson plan formats and elements to include.

### Key words and phrases in 3.1

adapt (v) - လိုက်လျောညီထွေဖြစ်အောင် ပြုပြင်ပြောင်းလဲသည်

assess (v) - အကဲဖြတ် သုံးသပ်သည်

concentrate (v) - အာရုံ စူးစိုက်သည်

content (n) - သင်ရိုးပါ အကြောင်းအရာများ

factor (n) - ထည့်သွင်းစဉ်းစားဖွယ် အချက်များ

flashcard (n) - ရုပ်ပုံကားချပ်များ

format (n) - အစီအစဉ် ပုံစံ

framework (n) - အခြေခံမူဘောင်

interaction (n) - အပြန်အလှန် ထိတွေ့ဆက်ဆံမှု

objective (n) - ရည်ရွယ်ချက်

outline (n) - အစီအစဉ်

personalise (v) - တစ်ဦးချင်းစီနှင့် ကိုက်ညီမှုရှိစေရန် ပြုပြင်သည်

rationale (n) - အဓိက ရည်ရွယ်ချက်

restrictive (adj) - ဟန့်တားချုပ်ချယ်မှု များသော

scheme of work (n) - သင်ရိုးပြီးမြောက်မှု နှုန်းစံများ

sequence (n) - ကွင်းဆက်အဆင့်ဆင့်၊

ကြောင်းကျိုးဆက်စပ်မှု ကွင်းဆက်

structure (n) - တည်ဆောက်ပုံ

syllabus (n) - သင်ရိုး

teaching cycle (n) - သင်ကြားခြင်း စက်ဝန်း အဆင့်များ

template (n) - နမူနာပုံစံ

## 3.1.1 Why Plan?

### Preview

A In pairs, discuss the **teaching cycle**. What part of the teaching cycle is this book about?





**B** In pairs, discuss the teaching cycle.

- how you plan your lesson;
- what you think is important in lesson planning;
- the reasons you plan them like this.

**C** Below are some quotes from teachers about planning lessons. Read them and answer the questions.

1. How would you describe the teachers who made these comments? Here are some adjectives, or use your own:

thoughtful busy dedicated enthusiastic experienced lazy  
flexible hard-working imaginative inexperienced serious tired

2. Which comment is closest to what you think?

**a.** I spend a long time thinking about what to do for every lesson I teach. I write down everything in detail in a plan. It's time-consuming, but it helps me teach better. If I didn't do that, the lesson wouldn't go as well. The only problem is that I stay up late at night to get it done and I'm often tired the next day. I hope it will get easier with time.

**b.** I don't believe in planning lessons. I think that's too **restrictive**. I just go into the classroom with an idea and see what happens. That way I teach more to my students' needs.

**c.** I have a detailed **outline** of what I intend to cover, but I don't feel I have to stick to it exactly. Sometimes something happens during a lesson and I want to change the plan. For example, when the students don't understand something, then I want to spend more time on it. It's better to not finish my plan than to finish it, but leave the students behind.

**d.** I don't plan lessons. I don't need to. We have a book. At the beginning of the lesson I just turn to the next page and carry on from there.

**e.** I have a detailed plan that includes everything about the lesson - the stages, timing, activities and **rationale**. I prefer it that way, otherwise I get distracted and don't get through everything that I want to cover.

D Read the comic and answer the questions. Discuss your ideas with the class.

1. What did she do wrong?
2. How could she do it better?

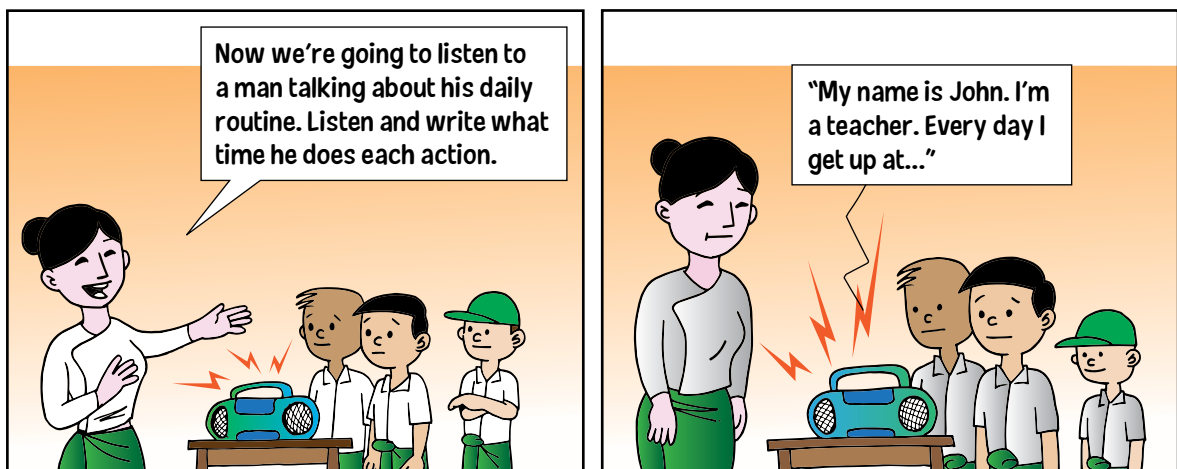
The teacher starts the lesson by revising the twelve-hour clock. They learned this last lesson. She shows the class a clock and keeps changing the time.



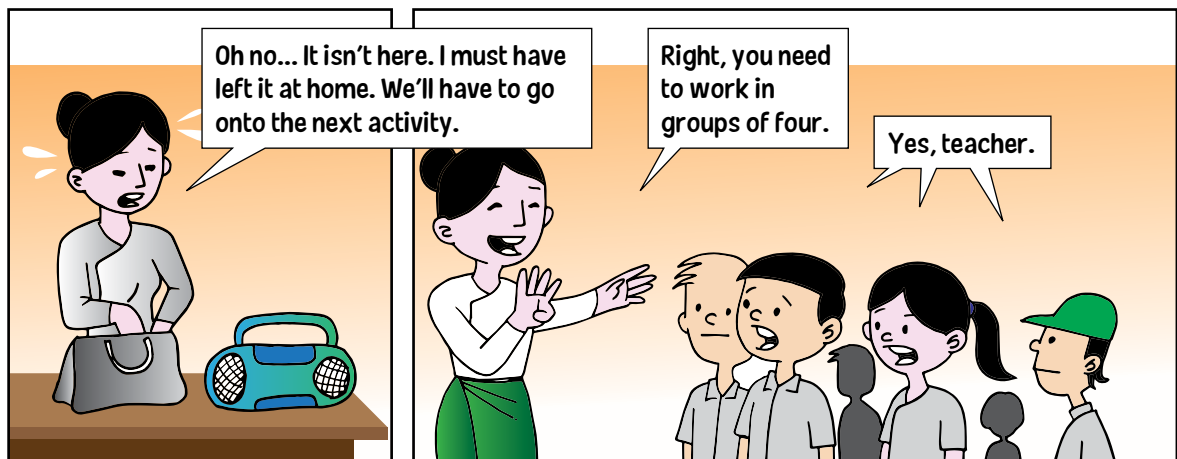
The exercise continues with the same boy shouting out the answers...

In the next part of the lesson, the teacher uses flashcards with pictures to teach the phrases for daily routines. She shows each picture, says the phrase, and the children repeat it together. There are eight phrases, including "I get up", "I get dressed", "I have my breakfast", "I go to school", etc.

After that, the teacher has prepared a listening activity.

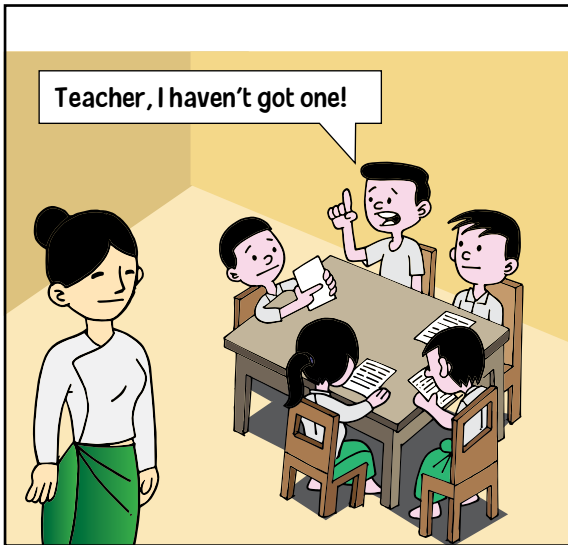


The electricity goes off. The teacher decides to read the audio script to the class. She looks for it but cannot find it.

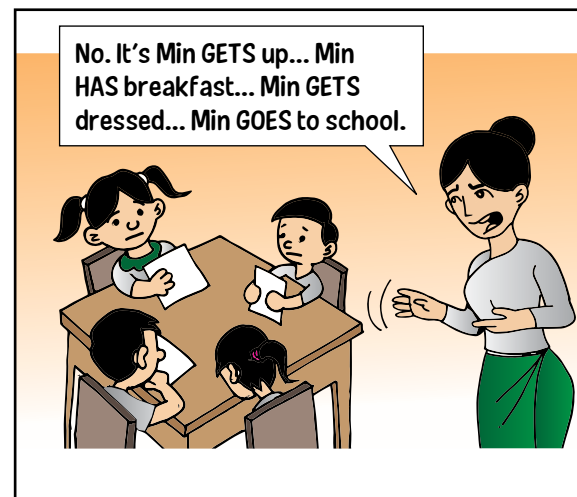
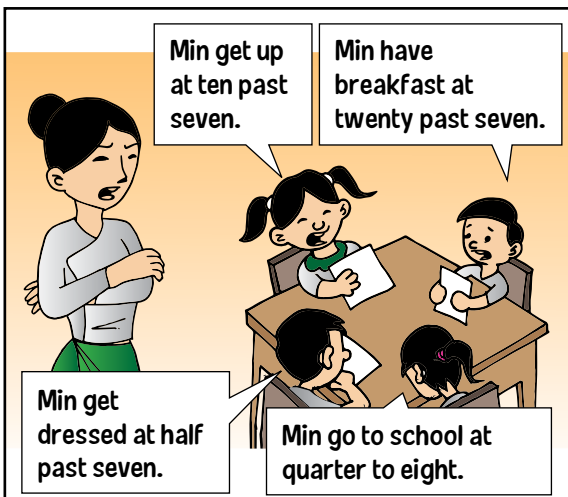




Students get into four groups. There are seventeen children present so there is one group of five. She gives four work-sheets to each group.



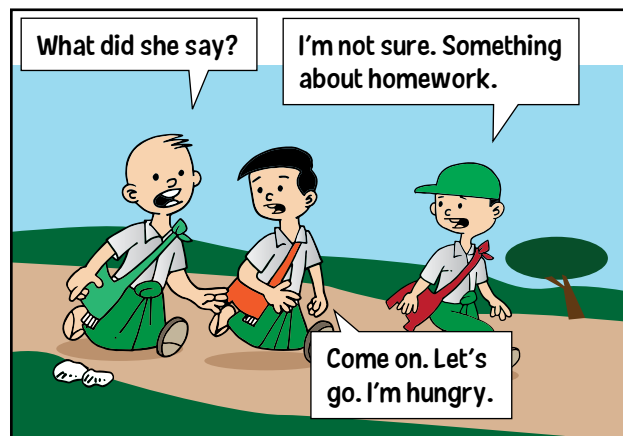
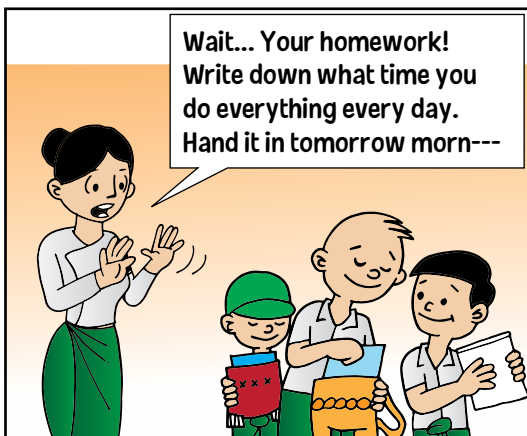
The teacher listens to group one...



The teacher spends a lot of time going round the groups and correcting the verb forms.

Then she stops the activity and tells the children to copy the phrases from the board.

They start copying them down then the bell rings. It is the end of the lesson and they start to leave the classroom.



## Activity

**E** Here are some reasons to plan lessons. Rank them in order of importance.

- Planning helps the teacher to predict problems.
- Planning gives the teacher confidence.
- Planning is a requirement of the school.
- Planning helps the teacher to think more clearly about what, why and how they are going to do in the lesson.
- Planning creates a more focused and effective lesson.
- Planning makes the learners happy.
- Planning makes the teacher look good to their principal.
- Planning breaks down the **content** of the lesson into manageable sections.
- Planning shows how successful the teacher has been.
- Planning demonstrates the teacher's professionalism.
- Planning helps the teacher plan tasks and activities for different learners..
- Planning helps to **assess** learners and learning.

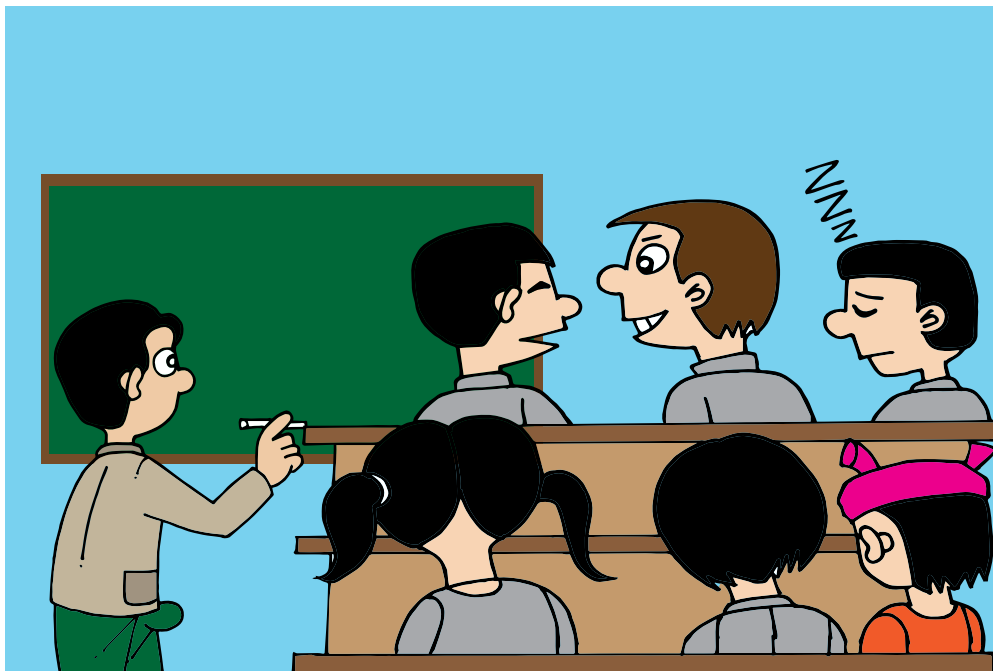
Add to the list. What other reason are there to plan lessons?

## Discussion

**F** Some teachers don't plan lessons. Can you think of any reasons for not planning lessons?

**G** Look at the picture. In groups, discuss.

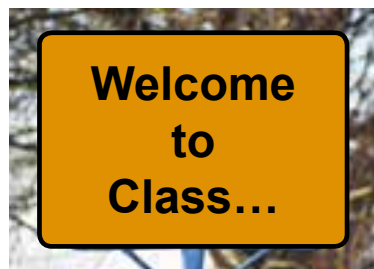
1. What are the problems can you see in this pictures?
2. How could planning help solve these problems?



### 3.1.2 Factors in Lesson Planning

**A** You are about to start teaching a new class. What do you need to know about before you can plan a lesson? Make a list.

- *The subject you will teach;*
- *The age of the students.*



**B** Here are some **factors** to think about when planning a lesson. Match them to the explanations.

- |   |  |
|---|--|
| 1. the requirements of the institution (school, college, university, CSO etc) | 7. differences between students                          |
| 2. the lesson is part of a <b>scheme of work</b>                              | 8. the physical environment/limitations of the classroom |
| 3. the age of the students  | 9. a variety of activities                               |
| 4. the purpose of the lesson  | 10. materials and resources                              |
| 5. students' individual needs   | 11. flexibility  |
| 6. students' interests  | 12. assessment of students' progress                     |

- |  |  |
|--|--|
| a. Any lesson should include a mixture of grouping and seating arrangements. This enables a range of <b>interaction</b> patterns.  | h. Remember that students, especially adults, have a mixture of knowledge, skills and experiences. There may be parts of the course that they are better at and others that they need to spend a lot more time on. You spend more time on the areas where they are weaker. |
| b. The lesson should include things that the students are interested in.   | i. Young children can't do one thing for a long time. Think about how long your students will be able to focus on each task. Include appropriate activities suitable for the age of your students.   |
| c. If the teacher sees that students have difficulty with one part of the lesson, they can spend longer on this. They might leave out other things that are in the lesson plan.          | j. Many schools require you to teach specific topics. Often the students have to work towards national or school exams.  |
| d. A lesson includes different activities for different levels and types of learners.  | k. Few classrooms are ideal for teaching and learning. The furniture, for example, might restrict the activities you can do. You might not have a reliable electricity supply. It might be very noisy. You need to <b>adapt</b> your teaching to each situation.           |
| e. The lesson follows on from the previous lesson and leads into the next one.   | l. The lesson should have clear <b>objectives</b> , which can be used to plan each stage of the lesson.  |
| f. Remember to take what you need for each activity in your lesson. Make sure you have everything ready before you go into the classroom.  |  |
| g. There are many ways of assessing students, including while they are doing a class activity. Assessment can be done both formally, such as by testing, and informally, by observation. |  |



C Here are some problems that teachers have in their classes. Match the problems to explanations in B.

i. I teach a class of six year-olds. They are quite enthusiastic, but after about twenty minutes of doing exercises from the book they stop **concentrating**. They move around, talk to each other and don't focus on their lessons. What should I do?

ii. I use the textbook that set by the Education Department. Some of the content isn't relevant to the students and they get bored with the exercises. How can I make it more interesting for them?

iii. *I spend a lot of time preparing my lesson plan with a **sequence** of activities that go through all the stages of the lesson. The problem is that sometimes the students don't really understand something. Then I have to go on to the next activity in order to get to the end of my lesson plan in time. If I spent more time on making sure they understood, I wouldn't be able to achieve my objectives for the lesson.*

iv. I've just spent four weeks teaching a topic, which I thought I had done quite thoroughly, but when I did a test in class last week the students didn't do very well. I thought they had understood the topic. I often ask the class if they understand and they always say "yes". So why couldn't they pass the test?

v. When I teach vocabulary to my English class I write the words on the board, get students to repeat and they write the words in their vocabulary books with a translation. The next lesson I give them a vocabulary test. Can you suggest a different way of teaching vocabulary? This is getting a bit repetitive.

vi. *Our classes are not organised according to ability, so there is quite a big a range in what the students in each group can do. Some students finish very quickly and then start talking, and others take so long that they never finish any activities. This makes it very difficult to keep control of the class.*

**D** Here is some advice. Match it to the problems in C.

1. You shouldn't rely on students saying that they don't understand. There are many reasons why they might not say anything. Perhaps they don't want to admit they don't understand in front of others, especially if they think everyone else understands. It's very important to take the opportunity during the lesson while students are doing an activity to go round the room checking what they are doing, so that you can see immediately if they understand. Don't wait for a test to assess your students – you should be doing this all the time.
2. You shouldn't expect such young children to sit still for so long. Give them some opportunities to move out of their seats during the lesson. Try and include a variety of activities that allow the children to work in different groups and do different things.
3. In any class there is always a range of ability and you shouldn't expect everyone to be able to achieve the same all the time. Have some extra activities ready to give to the students who finish first, so you can keep them busy. Don't worry too much if the weaker students don't do as much as the others. What is important is that each student works to the best of their ability.
4. There are many ways to teach vocabulary. With simple words, especially with younger children, you could use **flashcards** with pictures on them, or even bring real objects. Make sure you have everything ready before your lesson. You could have a section on your lesson plan for the materials and resources you are going to use for each activity at each stage of the lesson.
5. You don't need to finish the lesson plan. If the teacher gets to the end of the lesson, and has left the students behind, it is not good for the students. Remember, if the students don't understand something by the end of the lesson, then you haven't achieved your objectives anyway. Perhaps have some extra activities in your lesson plan that you could do or not do, depending on time.
6. Find out what your students are interested in. Allow them to use these interests in class, especially when they need to do an activity from the textbook.

**E** In groups, choose a problem and advice from C and D. Think of some more advice you might give. Present your advice to the class.

**Example:**

Even if there's no room to walk or run, the children can stand, move their arms and stretch their legs. There are many activities that they could do standing up.



- F** In groups, choose three of the problems and:
1. write some advice for them on pieces of paper;
  2. put the papers on the wall;
  3. match other groups' advice to the problems.

2. The students have to do an exam at the end of the year, but the content of it isn't very interesting to the students. They are very enthusiastic and want to study things that aren't in the exam, rather than the exam topics.

3. *I try to include pairwork and groupwork during my lessons, but the furniture is fixed to the floor, so cannot be moved, which makes it difficult to put people into groups. Any suggestions?*

5. I like to do a lot of different activities in my lessons, as I know that it's important that the students enjoy themselves. The only problem is that sometimes the lessons go from one thing to another without any focus.

6. There is no textbook for the course I teach and I have to set the exam at the end of the course. There are a lot of things that I could teach, but I'm not sure which to choose.

1. I did a test last week and most of the students couldn't answer the questions on a particular topic. This is a really important part of the **syllabus**. What should I do?

4. We have a textbook that we have to cover by the end of the year, but the **format** is the same for every unit and the exercises in it are very repetitive. Both the students and I are getting bored with it!





### 3.1.3 Structure of a Lesson Plan

A Here are some definitions of lesson plans. Which is closest to your ideas?

## A Lesson Plan...

1. ... states what the teacher is going to teach.
2. ... is a **framework** of what you plan to do in the lesson. It can be changed depending on what happens in the lesson.
3. ... is a step by step outline of what you are going to do in a lesson. It could be used by another teacher.
4. ... is a rough outline of what you are thinking of doing in the lesson.
5. ... states what the students are going to learn.
6. ... is a set of instructions that you have to follow exactly.

B Follow the instructions.

1. Write a definition of “a lesson plan”.

My Definition of

## A Lesson Plan...

2. Compare your definition with a partner. In pairs, write a definition.
3. Join with a another pair, and write a group definition.
4. Explain your definition to the class, and put it on the wall.

**C** Look at these lesson plans. Compare the content of the three plans.

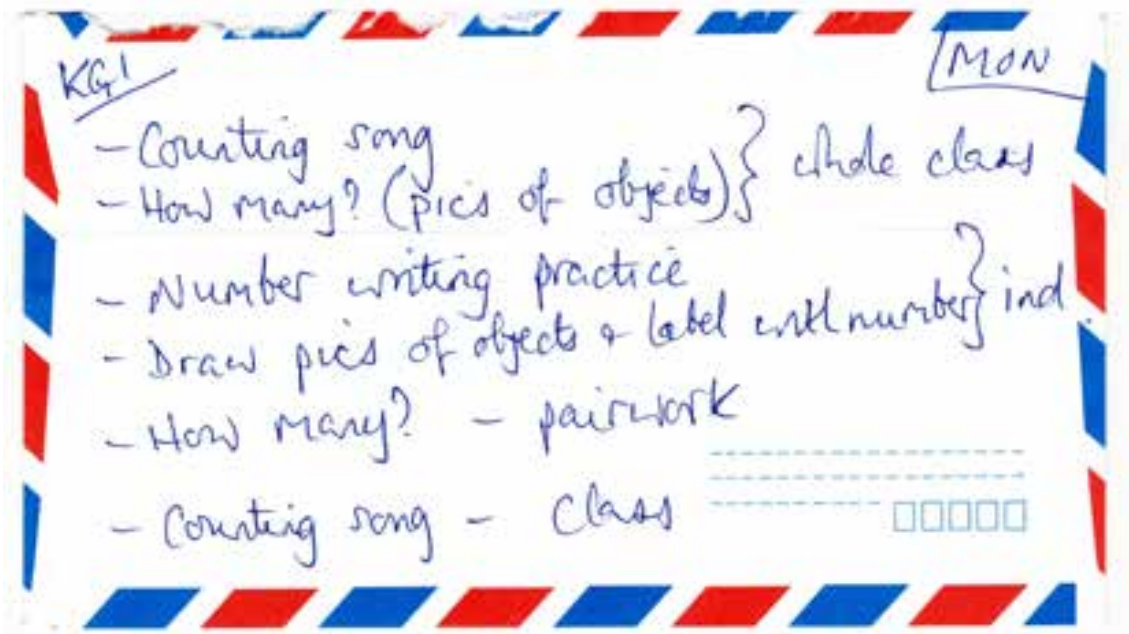
1. Make a list of the type of content included, e.g.

- activities;
- lesson stages;
- lesson topic.

2. Decide which content is important and which is not.

a.

| Subject/course, year/grade/level:                         | English, grade 5   |  |                       |                              |
|---|--|--|-----------------------|------------------------------|
| Students (number in class, gender, age range)             | 17 children aged 10–11, mixture of boys and girls  |  |                       |                              |
| Length of lesson:   | 45 minutes   |  |                       |                              |
| Timetable fit:  | <p>They have learnt how to tell the time using the twelve-hour clock.</p> <p>They will go on to use the present simple for more regular repeated actions.</p>          |  |                       |                              |
| Objective:  | The students will be able to describe their daily routine using eight verbs in the present simple.   |  |                       |                              |
| Details of topic, skill or <b>structure</b> to be taught: | Present simple statements – eight phrases to describe daily routine (get up, get dressed, have breakfast, go to school, have a break, have lunch, go home, go to bed). |  |                       |                              |
| Stage of lesson   | Timing   | Activities   | Language skill        | Resources                    |
| Warm-up   | 5 minutes  | Revise the twelve-hour clock.  | Listening<br>Speaking | Clock                        |
| Presentation  | 10 minutes   | Vocabulary drill to teach the phrases.   | Listening<br>Speaking | Flashcards                   |
| Controlled practice 1                                     | 10 minutes   | Listen to a description of someone's daily routine and fill in the missing times on the worksheet.                       | Listening             | Audio recording<br>Worksheet |
| Controlled practice 2                                     | 20 minutes   | Group work information gap – describe the pictures on your sheet, listen to the others and write down the missing times. | Speaking              | Worksheet                    |
| Free practice (Homework)                                  | 20 minutes   | Write eight sentences to describe your own daily routine.  | Writing               |                              |



b.

| Activity  | Purpose   |
|---|---|
| Look at pictures which give examples of citizenship and discuss which they identify with.   | Think about what they already know.   |
| Match examples to terminology.  | Pre-task vocabulary to make the text easier to understand.                              |
| Read a text about citizenship.  | Introduce the main point of the lesson.   |
| Write a definition of the word "citizen".   | Reflect on the main point of the lesson.  |
| Read other definitions of the word "citizen" and compare with their own definition.   | Compare own ideas with established ones.  |
| Look at a list of activities and decide which are examples of active citizenship.   | Reflect on the second point of the lesson.  |
| Prepare a presentation on a person they know who is an active citizen and explain what they do that makes them an active citizen. | <b>Personalise</b> the topic and consider a practical example from their own knowledge. |

c.



## Activity

### D Design a lesson plan **template**.

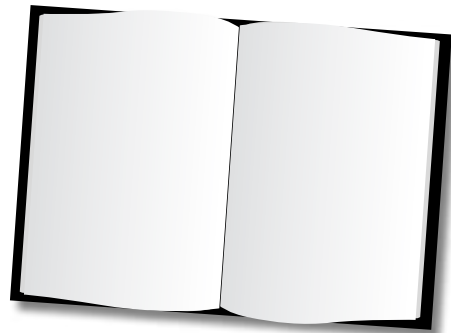
1. Choose the sections you want on your template.
2. Decide how to lay out the sections.
3. Draw your own lesson plan template. The template must be left blank. You must be able to fill it in for every lesson that you teach.
4. Present your template to the class. Explain why you have designed it that way.

|            |  |
|------------|--|
| Objective: |  |
|            |  |
|            |  |
|            |  |
|            |  |
|            |  |
|            |  |

## Reflection

### E Write down your ideas in a reflective journal, or discuss them in groups:

1. Describe something you learnt in this section that was significant for you.
2. Why was it significant for you?
3. How will you use this in your teaching?



## Summary – 3.1: Planning

There are many things to consider when planning a lesson. Some are more obvious, for example, the age of the learner. Others need more thought, such as the needs of individual learners. This might seem a lot to think about for newer teachers. However with practice, teachers gradually develop techniques that help them to deliver successful lessons.

Sometimes a teacher has to go into a lesson without planning. If this happens, it is important to be able to think quickly. As you become more experienced you will find it easier to do things with less preparation. However, inexperienced teachers are often more successful with – and feel more confident with – a detailed lesson plan. Don't feel that you have to follow every lesson plan rigidly. It's also important to be flexible and to adapt what you are doing if the situation changes.

Different people and institutions produce lesson plans in different formats, but the information included is generally the same. Don't feel you have to use a particular lesson plan format that someone else has developed. In time you will find a way of writing plans that suits you. The important thing is that your way of writing a plan helps you teach the lesson.

## 3.2: Lesson Objectives

### Objectives

- Trainees will write a clear, focused objective stating what the learners will be able to do by the end of the lesson.
- Trainees will assess the importance of detailed preparation of the subject matter.

#### Key words and phrases in 3.2

attitudes (n) - စိတ်နေစိတ်ထားများ

course objectives (n) - သင်ရိုး ရည်ရွယ်ချက်

element (n) - ဖွဲ့စည်းပါဝင်မှုများ

elicit (v) - ရှိပြီး အသိများကို မေးမြန်းဖော်ထုတ်ခြင်း

perspective (n) - ရှုထောင့် အမြင်

realistic (adj) - လက်တွေ့ကျသော၊ ဖြစ်နိုင်သော

research project (n) - သုတေသနပြု လုပ်ငန်းစဉ်

values (n) - တန်ဖိုးများ

### 3.2.1 How to Write Lesson Objectives

**A** Here are some things that you might do before teaching a lesson. Put them in the order that you do (or might do) them in:

1. Plan the content of the lesson.
2. Decide on the topic of the lesson.
3. Look at the course book (if you have one) and decide which exercises you will use in the lesson and the order you will use them in.
4. Decide exactly what point you want to teach.
5. Familiarise yourself with the course content.
6. Write a lesson objective.
7. Prepare the resources that you want to use in the lesson.
8. Decide how much you can cover in one lesson.

Preview

Before planning a lesson, the teacher needs to be clear what the point of the lesson is in order to decide what activities should be included and how. Therefore the first stage of planning is to write down the objective of the lesson.

## Discussion

**B** Discuss the questions.

1. Why do people write lesson objectives?
2. How many lesson objectives are best for a lesson? One? Three? Ten?

**Example:**

If you have a clear idea about what you are going to teach, it might help you think about what activities to include in your lesson plan.



## Exercise

**C** Read the three lists of objectives and answer the questions.

1. Which of the lists:
  - a. says what the students will do during the lesson?
  - b. says what the teacher will do?
  - c. says what skills and knowledge the students will get?
  - d. helps you to assess students' progress?
2. Which do you think is the most useful type?

### List 1

- to teach about square roots
- to give students the opportunity to listen to spoken English language in a shop
- to show students about money and barter systems
- to teach students different charts that can be used for presenting data

### List 2

- Students will calculate square roots.
- Students will perform a roleplay between a shopkeeper and a customer.
- Students will discuss the advantages and disadvantages of barter and money.
- Students will identify the difference between a pie chart, bar graph and line graph.

### List 3

- Students will be able to calculate square roots of numbers up to 100.
- Students will be able to sell and buy basic items in English.
- Students will be able to analyse money and barter systems of payment.
- Students will be able to present data in three different types of chart.



A common format for lesson objectives is: “**By the end of the lesson students will be able to ...**”

For example:

- ... spell their own name
- ... list ten birds native to Myanmar
- ... discuss the advantages and disadvantages of free trade agreements
- ... calculate percentages
- ... analyse the influence of religion in world politics
- ... describe the process of photosynthesis
- ... create a map of their house

Good objectives are: **specific, realistic, measurable.**

#### D Match the word with their descriptions

- |               |  |
|---------------|--|
| 1. specific   | a. It is possible for students of this level in this amount of time. |
| 2. realistic  | b. It is clear and definite  |
| 3. measurable | c. It is possible to show what students have learned.                |

### Exercise

Here is an example of a well-written objective for middle school students:

**By the end of the lesson, students will be able to ask and answer eight simple questions in English about their families.**

- It is specific: It tells you how many questions the students will be able to ask and answer (eight), what sort of questions (simple ones about their families) and in which language (English).
- It is achievable, realistic and reasonable: It is limited to what middle school students can learn in one lesson.
- It is measurable and observable: It is possible to check whether or not students have learned what has been taught in the lesson.

Here is an example of a badly-written objective for middle school students:

**The students will do an experiment that demonstrates Newton’s first law of motion**

- This says what the students will do during the lesson, but not exactly what they will have learned by the end of it.
- It would be better to phrase it: “Students will be able to explain Newton’s first law of motion and apply it to a practical demonstration.”
- “Do an experiment” can be an activity listed in the lesson plan, not an objective.



## Exercise

**E** Follow the instructions.

1. Match the badly-written objectives with the problem.

| Badly-written Objectives  | Problem  |
|---|--|
| A. "The students will read English stories."  | i. This is too much for one lesson.  |
| B. "Students will be able to name climate zones of the earth and describe the seasons in all parts of the earth." | ii. This is written from the teacher's <b>perspective</b> .  |
| C. "To teach about community <b>values</b> and their importance."   | iii. It is far too general and does not say what they will learn by reading the magazines or what they will be able to do after they have read them. |

2. Match the badly-written objectives to the well-written objectives below.

- i. "Students will be able to identify important community values and explain why they are important."
- ii. "Students will choose a newspaper article to read, summarise it and present the content of the article to the rest of the class at the end of the lesson."
- iii. "Students will be able to name the four main climate zones of the earth and label a map with their location."

## Activity

**F** Follow the instructions

1. Look at these objectives. Which are well written?

- a. "Students will know the names of the main food groups, the nutritional benefits of each one and will be able to give examples of foods in each group."
- b. "To teach how to measure inflation, what the effects of inflation are and to compare the situation in Yugoslavia in 1993 with the current situation in Myanmar."
- c. "The students will be able to solve a quadratic equation by factorising."
- d. "To teach the different chemical symbols for elements."
- e. "The students will be able to say whether statements are facts or opinions."
- f. "To cover exercises 12-18 on page 80 of the textbook."
- g. "To use the present perfect tense."
- h. "Students will write a short article, summarising the main types of political system and giving examples of how citizens."
- i. "I will give clearer instruction so that the students know what to do and can be organised more quickly."

2. Rewrite the badly-written objectives or say why they do not work as lesson objectives.

**F** In groups:

1. Write one or two lesson objectives for each of these lessons.
  - a. Lesson b in 3.1.3 on page 17.
  - b. Lesson c in 3.1.3 on page 17.
2. Compare your objectives with another group.



**G** Discuss the questions.

1. What are the advantages of writing lesson objectives?
2. What are the difficulties in writing lesson objectives?
3. Would you show lesson objectives to the students each lesson? Why/why not?

**Example:**

Writing lesson objectives helps you to focus on exactly what you are going to teach. However, I am very busy and it might take a long time to write them...

## 3.2.2 Objectives and the Lesson Plan

### Preview

A How do objectives relate to lesson planning?



To write good lesson objectives, the teacher must be very clear about exactly what they are teaching.

### Exercise

B Below are extracts from an English language class lesson plan and the class worksheet. The teacher explains the rule and gives students the worksheet. What order should these things happen?

1. The teacher checks that students have used the correct tense by checking the answers together with students.
2. The teacher presents the structure in part one of the worksheet. Students read it and circle the verbs in the past simple tense.
3. The teacher writes the grammar rule on the board.
4. Students practice the structure by completing part two of the worksheet.
5. The teacher **elicits** the rule for forming the past simple tense.

|           |   |
|-----------|---|
| objective | <i>Students will be able to use verbs in the past simple tense to describe completed past events.</i> |
| form      | <i>Subject + base verb + (e)d</i>   |
| example   | <i>I lived ... / We looked ...</i>  |

1. Ellen Peel is over ninety years old. She lives in a village in the country with her five cats. She is not married, but she loves children. She is very happy, but she can remember times when her life was difficult. She often thinks about her past.

Ellen's father died in the war in 1915 and her mother died a year later. Ellen was twelve years old. Immediately she started work as a housemaid with a rich family in London. She worked from 5.30 in the morning until 9.00 at night. She cleaned all the rooms in the house before breakfast. In 1921 she moved to another family. She liked her new job because she looked after the children. There were five children, four sons and one daughter. She stayed with that family for twenty years. Ellen never married. She just looked after other people's children until she retired when she was seventy years old.

2. Yesterday I arrived (arrive) at school at 7.30 am. First I <sup>(1)</sup> \_\_\_\_\_ (go) into the office and <sup>(2)</sup> \_\_\_\_\_ (pick) up my register. I <sup>(3)</sup> \_\_\_\_\_ (teach) the first two lessons, then I <sup>(4)</sup> \_\_\_\_\_ (have) a break, when I <sup>(5)</sup> \_\_\_\_\_ (talk) with my colleagues about exams. I <sup>(6)</sup> \_\_\_\_\_ (spend) the afternoon marking books and I <sup>(7)</sup> \_\_\_\_\_ (leave) school at 3 pm.



C Here are Lwin Lwin Oo's answers to exercise 2. Look at the examples in red. Why has she made these mistakes?

2. Yesterday I arrived (arrive) at school at 7.30 am. First I <sup>(1)</sup> goed (go) into the office and <sup>(2)</sup> picked (pick) up my register. I <sup>(3)</sup> teached (teach) the first two lessons, then I <sup>(4)</sup> haved (have) a break, when I <sup>(5)</sup> talked (talk) with my colleagues about exams. I <sup>(6)</sup> spended (spend) the afternoon marking books and I <sup>(7)</sup> leaved (leave) school at 3 pm.

In the previous exercise, the student has made several mistakes. This is not the student's fault. She followed the rule that the teacher explained at the beginning of the lesson. However, the exercise includes irregular verbs, which are not being taught in this lesson.

The problem is that the teacher did not focus on the objective of the lesson when she prepared the exercise.

The objective should be:

***Students will be able to use regular verbs in the past simple tense.***

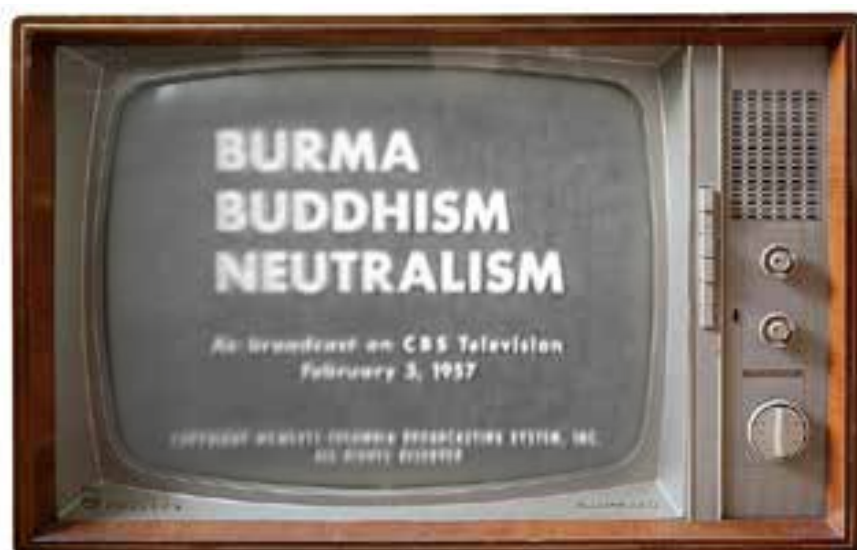
The exercise that the teacher gave to practise this should include only *regular* verbs. Irregular past simple verbs should be in a later lesson.

D Look at this example of a lesson objective and plan. The objective doesn't match the plan. Change the objective to match the plan.

|                   |   |
|-------------------|---|
| <b>objective:</b> | <ul style="list-style-type: none"> <li>• students will be able to identify and classify mammals, reptiles and birds.</li> </ul>   |
| 1.                | Draw pictures of different animals. Ask student what are the differences between them.  |
| 2.                | Explain features of mammals, reptiles, amphibians, birds and insects.   |
| 3.                | Write list of animals on board, Students classify them into mammals, reptiles, amphibians and birds:<br>tiger, frog, snake, elephant, ant, eagle, owl, crocodile, mosquito, human, lizard |

**E** look at this example of a lesson objective and plan. The activities don't achieve the objectives. Think of two more activities to better match the objectives.

|             |  |
|-------------|--|
| objectives: | <ul style="list-style-type: none"> <li>Students will be able to describe the characteristics of five major world religions.</li> <li>Students will be able to explain how these religions came to Myanmar, and their role in Myanmar society.</li> </ul> |
| 1.          | Do a short quiz, asking students basic question about different religions, e.g. What buildings do Muslims worship in? What is the holy book of Christianity? What type of clothes do Buddhist nuns wear?   |
| 2.          | Students watch a documentary on the history of Buddhism in Myanmar.  |
| 3.          | In pairs, students make list of new things they learned from the documentary. They discuss these as a class.   |
| 4.          | Students read a text about the roles of U Ottama, U Wisara and the Sangha in Burma's independence movement.  |
| 5.          | In groups, students write questions about the text. They join with another groups and ask and answer their questions.  |
| 6.          | Students plan a <b>research project</b> . They decide on a topic, and discuss in groups and with the teacher how they ill do their research, e.g. interviews with religious leaders? Internet research? Looking up historic documents in a library?      |
| 7.          | Over the next week, students research their topic, and write up their findings in an essay or presentation.  |



**F** Choose two of these objectives. In groups, think of three useful activities to achieve this objective.

1. Students will be able to calculate the square root of numbers between ten and 100.
2. Students will be able to describe the effects of changes in the supply and demand of goods and services.
3. Students will be able to order food in a restaurant using English.
4. Students will be able to outline the characteristics good and bad leaders.
5. Students will be able to download and install an anti-virus programme on a computer.

**G** Discuss the questions.



## 3.2.3 Knowledge, Skills and Values

### Preview

A Match the words and the explanations.

- |              |   |
|--------------|---|
| 1. knowledge | a. <b>attitudes</b> ; things you think, feel and reflect on |
| 2. skills    | b. content; things you know about                           |
| 3. values    | c. things you can do  |

### Exercise

B Look at the objectives from a textbook then answer the questions.

1. What subject do you think this textbook is about?
2. What type of students is it written for?
3. How many lessons do these objectives cover?
4. What is the difference between knowledge objectives, skills objectives and values objectives?

### Knowledge

**By the end of this unit you will have increased your understanding of:**

- the role of decision-making in a democracy.
- direct and indirect democracy.
- the importance of equality;
- the importance of elections;
- the characteristics of a free and fair election;
- the importance of accountability;
- the importance of transparency;
- the importance of participation;
- the importance of tolerance and compromise;
- the rule of law.

### Skills

**By the end of this unit you will have developed your ability to:**

- compare and contrast different decision-making systems;
- create a list of criteria for a candidate;
- identify the values of an ideal political candidate;
- roleplay a political debate;
- analyse accountability in local institutions;
- discuss the pros and cons of limiting transparency;
- evaluate the class's views on participation;
- roleplay a mock trial;

### Values

**By the end of this unit you will have reflected on:**

- whether all decisions should be made democratically or not;
- the decisions you allow others to make for you;
- whether elections lead to the best government;
- ways to participate in your community;
- views and beliefs that should not be tolerated;
- reasons why people do and do not obey the law;
- the most important **elements** of democracy.

### Discussion

C Discuss the questions.

1. What are the advantage and disadvantages of knowledge, skills and values objectives?
2. What situations might you use knowledge, skills and values objectives?
3. How are lesson objectives different from **course objectives**?





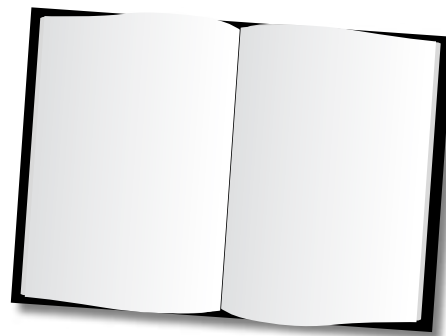
- D** Look at the lesson plan example in 3.2.2 E. Write a knowledge, skills and values objective for the lesson plan.



**Activity**

- E** Write down your ideas in a reflective journal, or discuss them in groups:

1. Describe something you learnt in this section that was significant for you.
2. Why was it significant for you?
3. How will you use this in your teaching?



**Reflection**

### Summary – 3.2: Lesson Objectives

Writing good learning objectives takes practice. Many teachers find it difficult to start with, but they are an important part of lesson planning. With specific, realistic and measurable lesson objectives, that also take into account the other considerations, learners have a clear idea of what they are aiming for. As a teacher, you know what your learners should take from the lesson. This is very useful as helps you think about what to teach, why, and how.

It is quite easy for teachers, to overlook a detail of the lesson that causes learners to make mistakes. Therefore it is important for the teacher to think through the lesson from the learners' point of view. You need to be clear about the point you are teaching and the activities you use to teach it. With practice teachers develop an in-depth knowledge of their subject. They also become familiar with the things that learners are likely to misunderstand.

## 3.3: Lesson Structure

### Objectives

- Trainees will explore the structure of a lesson and be able to plan a lesson that follows a logical sequence of activities.
- Trainees will be familiar with the basic format of a lesson plan and will be able to complete it with the information required.

### Key words and phrases in 3.3

application (n) - အသုံးချမှု

background information (n) - နောက်ခံ  
အချက်အလက်များ

consolidate (v) - အတည်ပြုသည်

engaged (adj) - စိတ်ပါဝင်စားစွာ နှစ်မြှုပ်မှု  
ရှိနေသည်

indicator (n) - ညွှန်းကိန်း နှုန်းစံများ

lead-in (adj) - အပို၊ နိဒါန်း

levels of control (n) - ထိန်းချုပ်ကန့်သတ်ပေးခြင်း  
အဆင့်

prior knowledge (n) - ရှိပြီးထားသော ဗဟုသုတ

revise (v) - ပြန်လည် ကြည့်ရှုစစ်ဆေးသည်

### 3.3.1 The Five-stage Lesson

#### Preview

- A** Think of the last lesson you attended, or a lesson you taught recently. What did you do in this lesson? List all the things you did, in the order that you did them.



#### Exercise

- B** Below are the stages of a lesson.

1. Match the descriptions with the names of the stages.
2. Put them in the order that they come in the lesson.

- a. Students receive new information, skills and ideas.
- b. The teacher checks what the students have learned during the lesson.
- c. Students do activities to help them use the new information and skills, using their own opinions and ideas.
- d. Students do activities to prepare them to study the topic and to access their **prior knowledge** of it.
- e. Students do activities to help them understand the new information and ideas.

- i. Review
- ii. Presentation
- iii. free practice
- iv. controlled practice
- v. introduction

**C** Look at the parts of a lesson plan.

1. What subject and topic is this?
2. Put them in order.
3. Match them to the stages of the lesson.

1. Introduction > 2. Presentation > 3. Controlled Practice > 4. Free Practice > 5. Review

- a. *Students read a text about mammals.*
- b. *The teacher writes the word mammals on the board, asks students what mammals they know. She writes all their ideas on the board.*
- c. *In groups, students think of some other examples of mammals.*
- d. *The teacher asks students questions to see what they have learned about mammals.*
- e. *Students decide whether these statements are true or false.*
  - i. *Humans are mammals.*
  - ii. *Mammals lay eggs.*
  - iii. *Mammals can't breathe underwater.*
  - iv. *Mammals are cold-blooded.*

**D** In groups, decide on a lesson objective for this lesson. As a class, vote on the best objective.

**E** Match these activities to the stages of the lesson.

1. Students predict the content of the lesson from key words.
2. Students fill in a table with the key details from a text.
3. Students write a summary of what they have learned.
4. Students put paragraphs in order to reconstruct a text.
5. Students look at a picture related to the topic and answer questions about it.
6. Students prepare a survey about the topic.
7. Students discuss what they have learned about the topic.
8. Students think of questions that ask what they want to know about the topic.
9. In pairs, students each read a different text, then tell each other about what they have learned.
10. Students have a debate about the topic.
11. As a class, students brainstorm what they already know about the topic.
12. Students write a timeline of the events they are studying.
13. Students match key words and phrases to definitions.
14. Students write an essay outlining their opinions on the topic.

**F** Look at the activities. They are from two different lessons.

1. Sort them into the two lessons and the lesson stages.
2. What is the lesson topic for each?

|                            | Lesson A                         | Lesson B       |
|----------------------------|----------------------------------|----------------|
| <b>Subject</b>             | <i>Social Studies / Politics</i> | <i>English</i> |
| <b>topic</b>               |                                  |                |
| <b>introduction</b>        |                                  |                |
| <b>presentation</b>        |                                  |                |
| <b>controlled practice</b> |                                  |                |
| <b>free practice</b>       |                                  |                |
| <b>review</b>              |                                  |                |

**A.**

1. Students work in pairs. The teacher gives Partner A a text about the UK electoral system. She gives Partner B a text about the Myanmar electoral system.
2. The students read their text, then explain it in their own words to their partners.

**B.**

The class discusses which is more fair, the UK or Myanmar election systems.

**C.**

Students write questions asking what people did last week. They ask and answer them in groups.

**D.**

1. The students read this text:  
*Last weekend Eh Poe's class went for a picnic in the forest. They left at 7 am and walked for about two hours. Then they stopped for a break. They walked to a waterfall, where they stopped and cooked food. In the afternoon they played caneball. They arrived back home about 4 pm.*
2. Then they complete these questions about the text.:
  - a. Where \_\_\_\_ they go? | To the forest.
  - b. What \_\_\_\_ did \_\_\_\_ leave? | At 7 am.
  - c. \_\_\_\_ long \_\_\_\_ they \_\_\_\_ for? | About two hours.
3. Students write their answers individually.
4. The teacher corrects them together in class.

**E.**

1. Groups present their ideas about how fair the electoral systems are.
2. The teacher asks questions about their opinions and to check their understanding of the systems.

**F.**

The teacher reviews the form of past simple questions.



**G.**

The teacher writes this chart on the board:

| question word | auxiliary  | subject pronoun | verb        | object pronoun |
|---------------|------------|-----------------|-------------|----------------|
|               | <i>Did</i> | <i>you</i>      | <i>go?</i>  |                |
|               | <i>Did</i> | <i>she</i>      | <i>like</i> | <i>it?</i>     |
| <i>What</i>   | <i>did</i> | <i>they</i>     | <i>eat?</i> |                |
| <i>Where</i>  | <i>did</i> | <i>it</i>       | <i>go?</i>  |                |

She writes these gap-fill exercises on the board.

1. \_\_\_\_ you live in Bago in 2005?
2. \_\_\_\_ your mother learn English?
3. Who \_\_\_\_ he meet?
4. Why \_\_\_\_ they go to Thailand?

The class completes the exercises together.

**H.**

The teacher writes these words and phrases on the board:

*election / vote / secret ballot / representative / free and fair*

She asks the students, "What is the topic of today's lesson?" and writes their ideas on the board.

**I.**

The teacher gives a worksheet with multiple-choice questions about the UK and Myanmar electoral systems, e.g.

*In the UK, each voter gets \_\_\_\_ vote(s).*

- i.** 0      **ii.** 1      **iii.** 2      **iv.** 5

They check the answers as a class.

**J.**

The teacher asks the class questions:

- a. What did you do last night?
- b. Did you go out?
- c. Did you do your homework?
- d. What did you have for dinner?

She notices which students can answer easily and which are confused.

**G** Look at the lesson you listed in 3.3.1 A.

1. Does it fit this model? Classify each task into Introduction, presentation, controlled practice, free practice and review.
2. What would you change about it if you did it again (or taught this lesson yourself)?

**H** Does this teacher training course fit this model?

**Example:**

Well, there is a "preview" activity at the beginning of each section of the book. That is like an introduction to the ideas in that section.



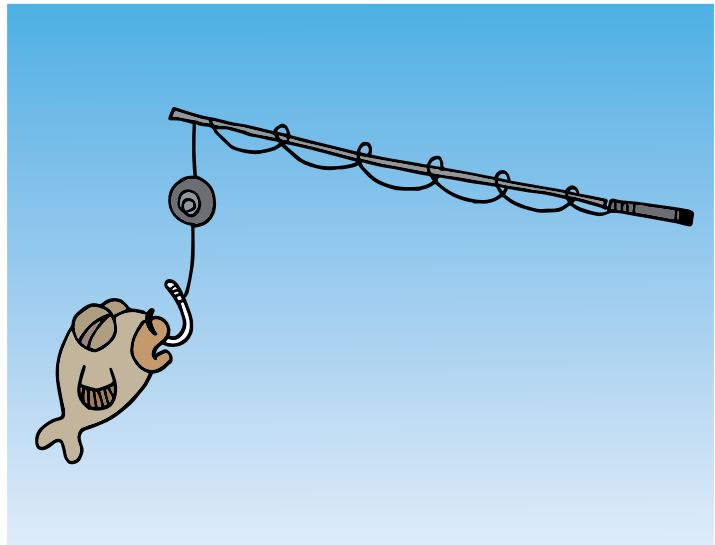
Activity

Discussion

## 3.3.2 Introduction and Presentation

### Preview

- A Look at the picture. Why is the beginning of a lesson like this?



**Introduction activities** are sometimes called *warm-up*, **lead-in** or *pre-task* activities. Sometimes we call them a “hook”. They are used at the beginning of the lesson. An introduction activity is often very short and simple. It can:

- focus learners’ attention on the topic;
- get learners interested in the topic;
- get learners to think about what they already know about the topic (and show the teacher what the learners know).

**Presentation activities** show a new text, topic, structure or skill to the learners. The main difference between introduction and presentation activities:

- The introduction stage is related just to the subject in general.
- The presentation stage focuses specifically on the objective of the lesson.

### Exercise

- B Classify these into introduction activities or presentation activities.
1. The teacher gives examples of the grammar structure students are going to study.
  2. Students brainstorm examples of types of renewable energy that they know.
  3. Children do a Mon action song in a Mon language lesson.
  4. Students read a text which gives new information about the Cold War.
  5. The teacher gives a quick quiz to see what students know about land law.
  6. The teacher demonstrates an experiment showing how batteries work.
  7. The teacher writes key words from the text the students are going to read and they guess the topic from the words.
  8. Students listen to a radio programme about ducks.
  9. The teacher asks students’ opinions about the U.S. election.
  10. Students watch a short documentary explaining uses of statistics.

**C** Here is a lesson plan for an English language class. Think of one or more introduction and presentation activities to include in this lesson.

|                     |   |  |
|---------------------|---|--|
| <b>objectives:</b>  | <ul style="list-style-type: none"> <li>Students will be able to name ten places in cities and towns in English;</li> <li>Students will be able to read a simple map;</li> <li>Students will explain ten basic directions using left and right.</li> </ul> |  |
| <b>stage</b>        | <b>time</b>   | <b>activity</b>  |
| introduction        |   |  |
| presentation        |   |  |
| controlled practice | 5 mins  | Ask students questions about the town.                     |
|                     | 5 mins  | In pairs, students ask and answer questions about the town |
| free practice       | 20 mins   | In groups, students make maps of the local area            |
|                     | 5 mins  | Groups compare maps  |
| review              | 10 mins   | Students write a list of things they learned in the lesson |
|                     | homework  | Students make maps of their neighbourhood                  |

**D** Here are some lesson objectives. In groups, identify activities to introduce and present these lessons.

1. "Students will explain the life cycle of the butterfly."
2. "Student will be able to identify examples of advertising in newspapers and magazines."
3. "Students will describe their favourite book."
4. "Students will analyse the main effects of climate change."
5. "Students will be able to recognise and name the main organs of the body."

**E** In pairs or groups:

1. Think of a lesson you might teach.
2. Write a lesson objective for it.
3. Design an introduction and a presentation activity for this lesson.
4. Teach these to the class.

**F** Discuss the questions.

1. Why are introduction activities useful?
2. Why are presentation activities useful?

**Example:**

Learning is more effective if students are already **engaged** in the topic. It is more efficient if they are already using their prior knowledge, and sharing it with others on the class.

### 3.3.3 Controlled to Free Practice

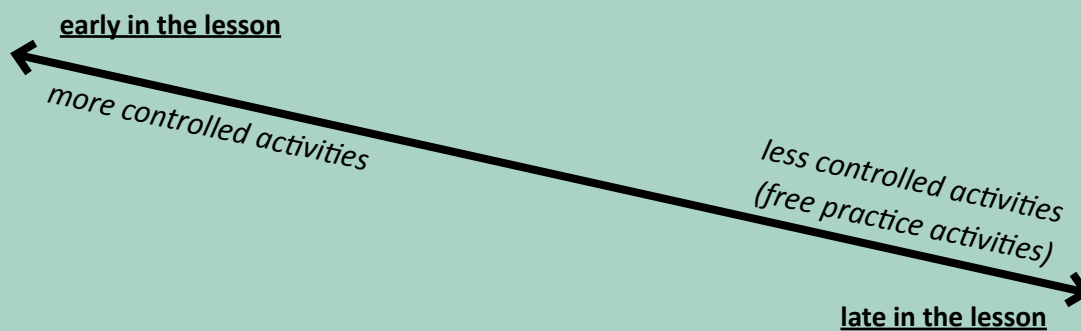
#### Preview

A Look at the pictures and answer the questions.

1. In picture A, what controlled practice activities could be happening?
2. What free practice activities could be happening?
3. In picture B, what controlled practice activities could be happening?
4. What free practice activities could be happening?



We can build up the learners' skills and knowledge by using activities with decreasing **levels of control**. Control describes how much choice the learner has in the answers they produce. Throughout the lesson, the teacher can use activities with less and less control.



#### Exercise

B Here are some features of activities. Classify these features into earlier in the lesson or later in the lesson.

1. Students demonstrate they understand new information.
2. Students demonstrate they can use the new information.
3. Many opportunities for students to make mistakes.
4. Fewer opportunities for students to make mistakes.
5. There is usually a correct answer.
6. There may not be a correct answer.
7. The teacher lets students express their own ideas, even if they make mistakes.
8. The focus is on accuracy.



This example shows different levels of control in English language writing activities.

1. Last weekend I \_\_\_\_\_ to the market. (go)

**High control:** Only one possible correct answer.

2. Last weekend I \_\_\_\_\_ to the \_\_\_\_\_.

**Medium control:** A few choices: verb, tense, object.

3. What did you do last weekend? Write five sentences.

**Low control / free:** A lot of choices.

**C** Classify these activities into controlled, medium-control and free practice.

1. Students have a diagram of a plant and a list of names of the parts of the plant. They label the diagram with the names.
2. Students dissect a plant. They separate the different parts and decide what they are called.
3. The teacher writes the beginning of a sentence on the board. The students complete the sentence with a suitable ending.
4. The teacher writes a sentence on the board. The students name the parts of speech of each word.
5. Students have a list of events in history. They give the dates when each one happened.
6. Students have a list of events in history. They discuss why they happened.

**Controlled**

**Medium-control**

**Free Practice**



**Exercise**

- D These activities are part of a lesson plan on teaching percentages. Here is the presentation stage of the lesson:

1. The teacher gives the students this formula to calculate percentages:

$$(Value \times Number) \div 100$$

2. The teacher demonstrates and elicits the answer with an example:

$$30 (\% \text{ Value}) \times 20 (\text{Number}) = 600$$

$$\frac{600}{100} = 6$$

3. "So, 30% of 20 is 6."

Here are some activities that could be included during the practice stages of the lesson. Rank them in order of control.

#### A. True or False

1. In pairs, students write TRUE on one piece of paper and FALSE on another.
2. Write an equation on the board, e.g. 30% of 60 = 18. Pairs decide if it is correct.
3. If the answer is correct, pairs hold up their TRUE card. If it is incorrect, they hold up FALSE.
4. If the equation is incorrect, a volunteer writes the correct equation on the board.

#### B. Class survey

1. Teacher pre-teaches how to put data into tables and charts.
2. The class decides on some survey questions, e.g. *How old are you? What languages do you speak?*
3. Students answer survey questions about themselves, and put their answers around the classroom.

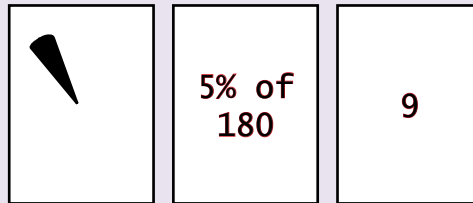
|             |                        |
|-------------|------------------------|
| Hla Hla Win |                        |
| age?        | 24                     |
| languages?  | Shan, Burmese, English |

4. In groups, students collect and combine all the data, and calculate the percentages of each item, e.g. 45% of students are 20-25, 75% of students speak Shan, etc.
5. They present their findings to the class in a table or chart.

| age   |     | language |     |
|-------|-----|----------|-----|
| >20   | 13% | Shan     | 75% |
| 20-25 | 45% | Burmese  | 92% |
| 25-30 | 30% | Pa-O     | 8%  |
| 30<   | 12% | English  | 56% |

### C. Move and Match

1. Teacher pre-teaches how to represent percentages in a pie chart.
2. In pairs, students are given a piece of paper with either a pie chart piece, a problem (with the percentage represented in a pie chart piece) or the answer to the problem. No pairs have the same paper



3. Pairs have two minutes to move around the classroom, compare their sheets and find a set of three.

### D. Multiple Choice

Students circle the correct answers.

|        | 10% | 15% | 25% | 50% |
|--------|-----|-----|-----|-----|
| 1. 160 | 15  | 20  | 40  | 70  |
|        | 16  | 24  | 42  | 75  |
|        | 22  | 26  | 45  | 80  |

|        |    |     |     |     |
|--------|----|-----|-----|-----|
| 2. 700 | 70 | 90  | 125 | 325 |
|        | 72 | 95  | 170 | 350 |
|        | 75 | 105 | 175 | 365 |

### E. Group Quiz Competition

1. In groups, students think of five percentage problems, calculations and answers.
2. They read out their questions to the other groups. Groups answer the questions they hear.
3. Groups read out their answers, and mark the answers they hear.
4. Add up all the scores. The group with the most points wins.

### F. Circle the Number Bingo

1. Give each student a card with 2 numbers on it in a 5 x 5 grid.
2. Read out a problem e.g 5% of 1520
3. Students make their calculations and circle the correct number on the worksheet.

|     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 36  | 44  | 4   | 55  | 400 |
| 225 | 10  | 165 | 18  | 247 |
| 180 | 63  | 216 | 3   | 60  |
| 50  | 143 | 5   | 100 | 76  |
| 15  | 8   | 150 | 16  | 64  |

4. Continue until a student has circled a straight line of numbers. When they do, they call out "bingo".

## Activity

- E** Look at the example lesson objectives from 3.3.2 D. In groups, choose one of these. Create a controlled practice activity and a free practice activity for this lesson.
1. Students will explain the life cycle of the butterfly.
  2. Student will be able to identify examples of advertising in newspapers and magazines.
  3. Students will describe their favourite book.
  4. Students will analyse the main effects of climate change.
  5. Students will be able to recognise and name the main organs of the body.

## Activity

- F** In pairs or groups:
1. Think of a lesson you might teach. This could be the lesson you chose in 3.3.2 D or a different one.
  2. Write a lesson objective for it.
  3. Design a controlled practice activity, a medium-control activity and a free practice activity for this lesson.
  4. Teach it to the class.



## Discussion

- G** In your experience in schools, do teachers use more controlled practice, or more free practice activities? Why?

### Example:

Teachers more often use controlled practice activities because they have written questions about a text. The answers are either right or wrong.



## 3.3.4 Review and Homework

**A** Discuss the questions.

1. When do you review what students have been learning?
2. Why do you review what students have been learning?
3. How do you review what students have been learning?

Preview

The lesson should be organised so that there is time at the end to review what has been covered. There are different ways to do this, including:

- Learners write down the main points of the lesson.
- The teacher goes through the main points of the lesson with the class.
- The teacher asks questions to check that learners have understood the content of the lesson.
- Learners ask questions about things they are not sure about.

**B** Look back at the exercises on teaching percentages in section 3.3.3 D. How would you review this lesson?



Activity

A common time to review is before final (or mid-course) exams. Here is one procedure a class can use to **revise** before an important exam:

- In groups, learners have a different section of the textbook to look at.
- Each group makes a list of questions to ask about their section of the textbook.
- Groups swap questions, and try and answer the ones they are given without looking at the text book.
- Once they have answered as many as possible, they look at the textbook to find the answers to the other questions.

**C** In groups, discuss other ways to help students revise for an exam.

**Example:**

They could work together in groups and make large mind maps, showing all the key words and ideas from the textbook or course.



Discussion



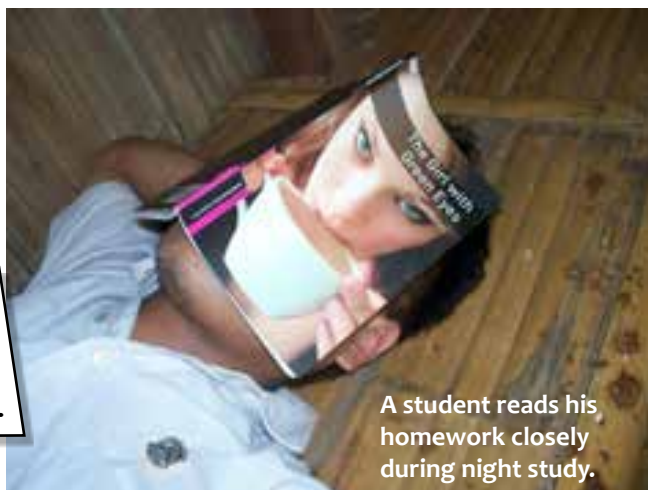
## Discussion

**D** In groups, discuss:

1. When do you give homework?
2. Why do you give homework?
3. What types of tasks do you give for homework?

**Example:**

I only give homework if we did not finish all our class work on time. I think that students work hard enough in class and should not have to do extra work at home.



A student reads his homework closely during night study.

Often homework has just two main purposes:

- so that learners can **consolidate** what they have learned;
- so that the teacher can check whether the learners have understood the lesson.

However, homework does not have to be limited to practising or memorising what has been taught in the lesson. It can also have other purposes.

## Exercise

**E** Match the types of task to the activities.

Preparation task:

gets students involved in their own learning, and makes them think about a topic before they study it in class.

Application Task:

connects things students have been learning with the real world, their lives and communities.

Research Project:

students use different sources – the community, book and newspapers, the internet – to find out more about a topic.

1. Students in an English class have prepared some interview questions. They have to go out at the weekend and find a foreigner to interview.



2. Students find photos in newspapers and magazines showing people doing different jobs and bring them to the next lesson. They are going to talk about how men and women are represented in the media.



3. Students are learning about waste and recycling. They have to go round their neighbourhood, pick up rubbish, and think about what to do with it.



For homework to be effective it needs to be:

- interesting;
- relevant to the learners;
- related to the content of the lesson (this might be a preparation task for the next lesson, e.g. reading ahead);
- achievable.

**F** Here are some homework tasks for. They relate to the exercises on teaching percentages in 3.3.3 D.

1. Which tasks are preparation, application or research?
2. Which tasks are not interesting, relevant, related or achievable?

*HOMEWORK TASKS, for tomorrow:*

- a. Read an article about Brazilian dental hygiene, and calculate the percentage of Brazilians who brush their teeth before they go to bed.
- b. Read the introductory chapter in the book "Fun with Algebra".
- c. In groups, discuss how you use percentages in your daily life.

## Exercise

**G** Follow the instructions.

1. What things do you need to consider when you set homework tasks? Look at the homework tasks in 3.3.4 F. What practical problems might students have completing these tasks? What are some solutions to those problems? Add more items to this list:  
*- If you want students to do a group task for homework, they need to be able to get together outside class. Perhaps they could use the school library after class...*
2. Write better homework tasks about percentages, that fit the requirements above.



## Activity

## Activity

**H** Look at the example lesson objectives from 3.3.2 D. In groups, choose one of these. Create a homework activity for this lesson.

1. Students will explain the life cycle of the butterfly.
2. Student will be able to identify examples of advertising in newspapers and magazines.
3. Students will describe their favourite book.
4. Students will analyse the main effects of climate change.
5. Students will be able to recognise and name the main organs of the body.

## Activity

**I** In pairs or groups:

1. Think of a lesson you might teach. This could be the lesson you chose in 3.3.2 D or a different one.
2. Write a lesson objective for it
3. Design a controlled practice activity, a medium-control activity and a free practice activity for this lesson.
4. Teach it to the class.



## Discussion

**J** Which of the ideas in this section would you give for homework?

**Example:**

I would give a research project as homework. It's useful for students to work together, and it's important that they learn how to find new information.



## 3.3.5 Writing a Lesson Plan

- A** What information could you include in a lesson plan?  
Make a class list of the board.



A lesson plan can give two types of information:

- **background information**, such as details of the learners, their level, their course;
- the outline of the lesson you are planning to teach.

- B** Look at this lesson plan. Where in this book have you seen this lesson?

| stage               | time     | activity  | resources       |
|---------------------|----------|---|-----------------|
| introduction        | 5 mins   | Revise the 12 hour clock.   | clock           |
| presentation        | 10 mins  | vocabulary drill of key phrases   | flashcards      |
|                     | 10 mins  | Listen to a description of someone's daily routine.   | audio recording |
| controlled practice | 20 mins  | Group work information gap – describe the pictures on your sheet. Listen and write the missing times. | worksheet       |
| free practice       | 10 mins  | In groups, talk about what you do each day at which times.  |                 |
| review              | homework | Write eight sentences to describe your own daily routine.   |                 |

- C** Here are some more details about this lesson. Match the details with the type of information.

- |  |                                   |
|--|-----------------------------------|
| 1. Grade 5 English   | a. possible problems and solution |
| 2. 17, aged 10-12, mix of boys and girls   | b. objective                      |
| 3. 45 minutes  | c. student information            |
| 4. They already can tell the time with a 12 hour clock. They will practice this using the present simple for repeat actions, | d. background/course information  |
| 5. Students will be able to describe their daily routine using eight verbs in the present simple                             | e. length of lesson               |
| 6. Some students can't read clocks. Need to explain traditional and digital clocks.  | f. subject and level              |

## Activity

- D** Look at the maths lesson in 3.3.3 D (percentages). Complete this lesson plan about it. Some information is on pages 38 – 39, some is in the plan. some you need to create.

|                        |  |   |             |    |
|------------------------|--|---|-------------|----|
| subject and level      |  | Maths, first year<br>Post-secondary   | length      | 1. |
| student information    |  | students have passed matriculation, but don't know how to apply problems to real life |             |    |
| objective              | 2.   |   |             |    |
| stage                  | time   | activity  | resources   |    |
| introduction           | 5 mins   | teacher asks students what percentages are used for                                   |             |    |
| presentation           | 3. _____   | 4. _____  |             |    |
| controlled practice    | 5. _____   | True and false  |             |    |
|                        | 10 mins  | 6. _____  | Bingo cards |    |
|                        | 7. _____   | Multiple Choice   | 8. _____    |    |
|                        | 15 mins  | 9. _____  | 10. _____   |    |
| free practice          | 15 mins  | 11. _____   |             |    |
|                        | Start today, finish tomorrow   | Class Survey  |             |    |
| review                 | homework   | 12. _____   |             |    |
| course information     | Students are doing a two-lesson unit on percentages as part of their "basic numeracy" course |   |             |    |
| problems and solutions | 13. _____  |   |             |    |

## Activity

- E** Think of a lesson you are going to teach or would like to teach. Write a detailed lesson plan. Use the same format as the lesson plan above. You could use the activities you designed in 3.3.2, 3.3.3 and 3.3.4, or write a new one.





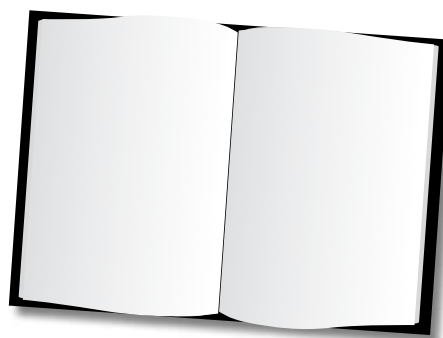
**F** Discuss the questions.

1. Is it necessary to write lesson plans in this much detail?
2. When would you include all this information in a lesson plan?
3. What other information could you include in a lesson plan? When?



**G** Write down your ideas in a reflective journal, or discuss them in groups:

1. Describe something you learnt in this section that was significant for you.
2. Why was it significant for you?
3. How will you use this in your teaching?



### Summary – 3.3: Lesson Structure

Using a sequence of introduction, presentation and controlled to free practice activities, followed by a review of what you have taught, is an important way to build up students' knowledge and skills. For this to work well it is important that the activities are carefully planned and follow on from each other in a logical order.

An introductory activity or warm-up is a good way of focusing the learners' attention on the lesson, but then it is important to follow this up with activities that present and practice the content of the lesson. Ideally the teacher should dedicate a few minutes at the end of each lesson to review what students have learned. It is useful to have some questions ready to check understanding. This will help you see if you have achieved your objectives. Homework is also an important **indicator** of success and a way for learners to consolidate what they have been taught. Make sure that you leave enough time to explain clearly what the students have to do.

The plan combines the learning objectives and teaching techniques with the activities and exercises that are included at each stage. It helps you prepare the lesson. This in turn helps you to teach the lesson – you know what you and the students are doing and why; you know what resources you need, and you can use it to manage the time as well.

It is a good idea to start planning the next class after you have taught the previous one. This means you can evaluate what actually happened in the class while planning the next class.

## 3.4: Lesson Content

### Objectives

- Trainees will include a range of activities in each lesson to in order to give it variety and cater for different learning needs.
- Trainees will make resources to use in the classroom.
- Trainees will evaluate and adapt the content of a coursebook to fit in with their lesson plan.

### Key words and phrases in 3.4

compulsory (adj) - မဖြစ်မနေ

demanding (adj) - လိုအပ်ချက်များပြားသော၊

တောင်းဆိုချက်များလွန်းခြင်း

flowchart (n) - အချက်အလက် အဆက်အသွယ်

စီးဆင်းမှု ပြပုံများ

higher-order thinking (n) - အဆင့်မြင့်

စဉ်းစားတွေးတောခြင်း

impact (n) - သက်ရောက်မှု

interpret (v) - အဓိပ္ပာယ် ပြန်ဆိုခြင်း

process (n) - ဖြစ်စဉ်

supplement (v) - အပိုပေါင်းထည့်ခြင်း၊

ထောက်ပံ့ခြင်း

### 3.4.1 Activities: Stir and Settle

#### Preview

- A What do *stir* and *settle* mean? What is the difference between these activity types? When would you use each type?

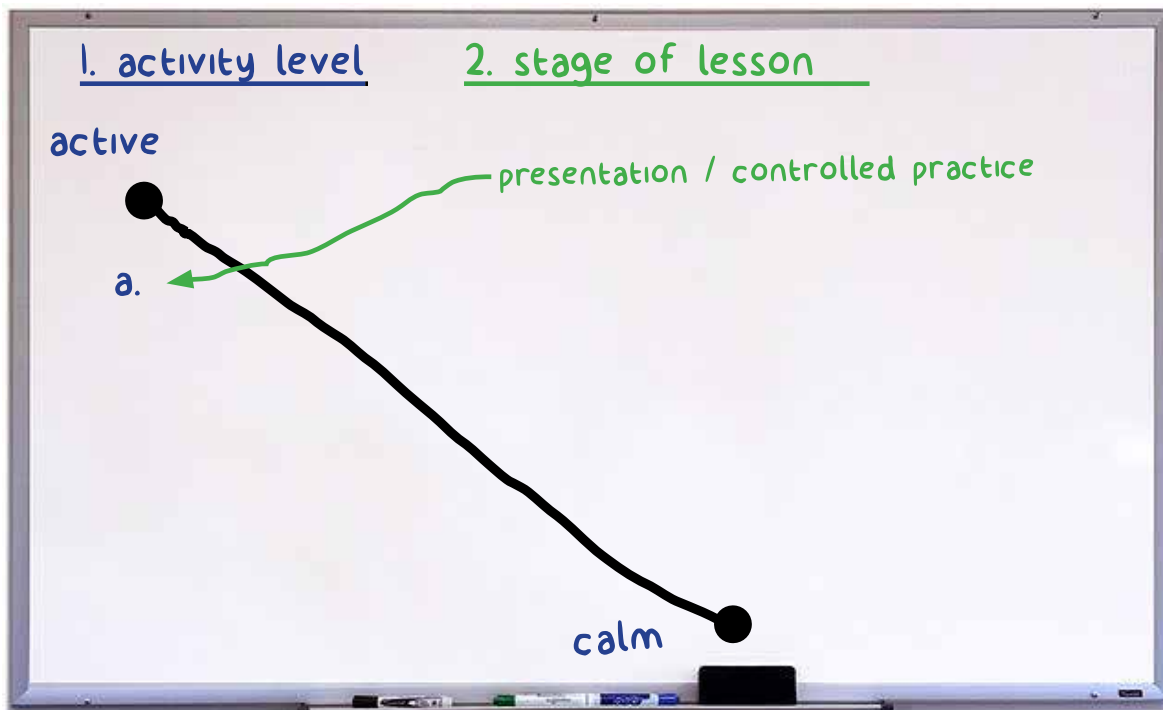


**B** Follow the instructions.

1. Look at this list of activities. Put them on the line, depending on how active the students are when doing them.

- a. ~~Children do an action song.~~
- b. Students do a roleplay in pairs, using a script.
- c. Students read a text silently.
- d. Students listen to a lecture about the topic.
- e. Children practise writing the numbers 1 to 10.
- f. Students look at a list of words and categorise them (women/men/both/neither) depending on who they think they are typically used to refer to.
- g. Children label pictures according to the number of objects in them.
- h. In pairs, students think of questions about the topic. Pairs join with another pair, and ask and answer each others' questions.
- i. Children sing a counting song.
- j. Students copy a text from the board.
- k. Students walk round the room looking at pictures from the media on the walls. They see how they compare to the information in the texts.
- l. Students write an essay on the topic.

2. Decide in which stage of the lesson they would best fit. Most activities could go in more than one stage.



- C Look at these two lesson plans. Label the activities from 5 (where students are most active) to 1 (where students are most calm)

a.

|                     |  |  |                        |
|---------------------|--|--|------------------------|
| <b>subject</b>      | maths  | <b>level</b>   | Grade 1 / KG A         |
| <b>objective</b>    | children will be able to count and write numbers from 1–10 |  |                        |
| <b>stage</b>        | <b>grouping</b>  | <b>activity</b>  | <b>stir or settle?</b> |
| introduction        | class  | Sing the counting song.  | i. ____                |
| presentation        | class  | Show and say the written numbers, and match them to the pictures.                | ii. ____               |
| controlled practice | pairs  | Match written numbers to pictures.   | iii. ____              |
|                     | individual   | Practice writing numbers.  | iv. ____               |
|                     | individual   | Write correct number against picture, depending on number of objects in picture. | v. ____                |
| review              | class  | Sing counting song again as children hold up numbers.                            | vi. ____               |

b.

|                  |   |  |                        |
|------------------|---|--|------------------------|
| <b>subject</b>   | gender  | <b>level:</b>  | adult                  |
| <b>objective</b> | students will consider how men and women are portrayed in the media |  |                        |
| <b>stage</b>     | <b>grouping</b>   | <b>activity</b>  | <b>stir or settle?</b> |
| introduction     | pairs   | Students look at a list of words and put them into categories (women / men / both / neither), depending on who they think they are used for. | vii. ____              |
|                  | class   | Students answer prediction questions about how they think women and men are typically shown in the media.                                    | viii. ____             |
| presentation     | pairs   | Each student (A/B) reads a text. Then they ask and answer questions about the other person's text.   | ix. ____               |
| free practice    | individual  | Students walk round the room looking at pictures from the media on the walls. They see how they compare to the information in the text.      | x. ____                |
| review           | class   | Discussion about what they learned about how women and men are portrayed in the media.   | xi. ____               |

Teaching and learning activities are any task related to the learning objectives. They might be called activities, tasks, exercises or other things.

They can be energetic (stir activities), where learners can move around and make some noise, or quiet (settle activities) with learners sitting at their desks thinking. They are activities you do individually, in pairs, groups or as a whole class. Some you can do in class, others you do outside class.

Lessons need a variety of different types of activities. Sometimes the teacher wants the learners to be more active, and move around, and sometimes they should be quieter and stay in one place. These are sometimes known as “stir” or “settle” activities.

Some teachers plan their lessons as a sequence of activities, all related to the learning objectives.

**D** Here are some lesson topics:

1. Rubbish, and what to do with it.
2. Writing a letter complaining about poor service.
3. Volleyball skills.

For each topic think of one stir and one settle activity.

Activity

**E** How would you use the stir and settle activities from 3.4.1 D in a lesson? Choose one of the topics and write some lesson notes, or design a lesson plan.



Activity

**F** What do you need to think about when you decide what activities you want to do?

**Example:**

What are the lesson objectives? Is the activities noisy or quiet? Are there other classrooms nearby?



Discussion



## 3.4.2 Lower and Higher Order Thinking Skills

### Preview

A Look at these activities.

1. In each activity, what do the students have to do?
2. Have you ever done these activities as a student?

1.

You are cooking dinner on Saturday and have invited a hundred guests. If each sack of rice holds enough for fifteen people,

- a. How many sacks do you need?
- b. How much will be left over?

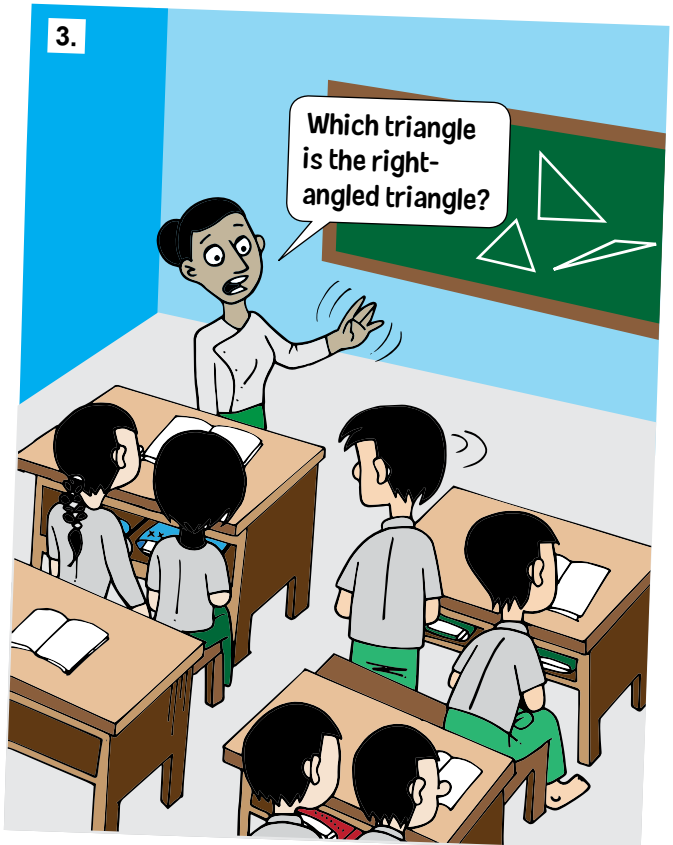
2.

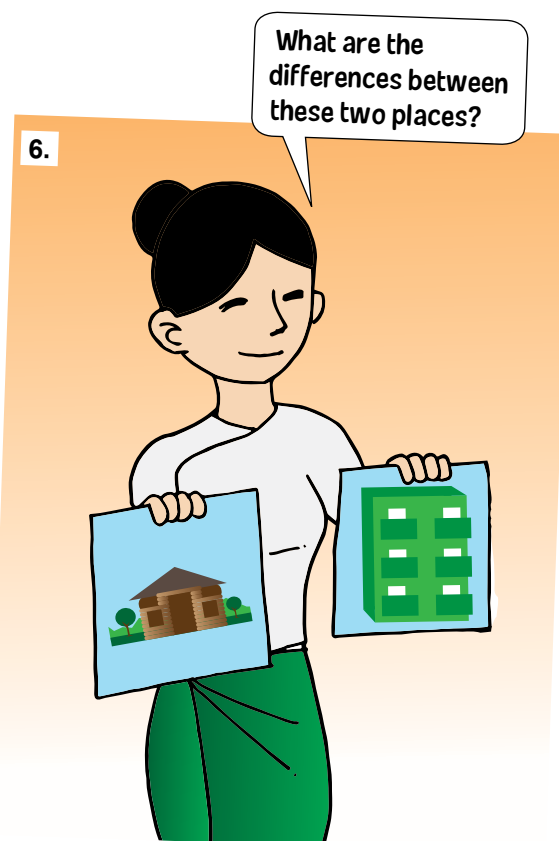
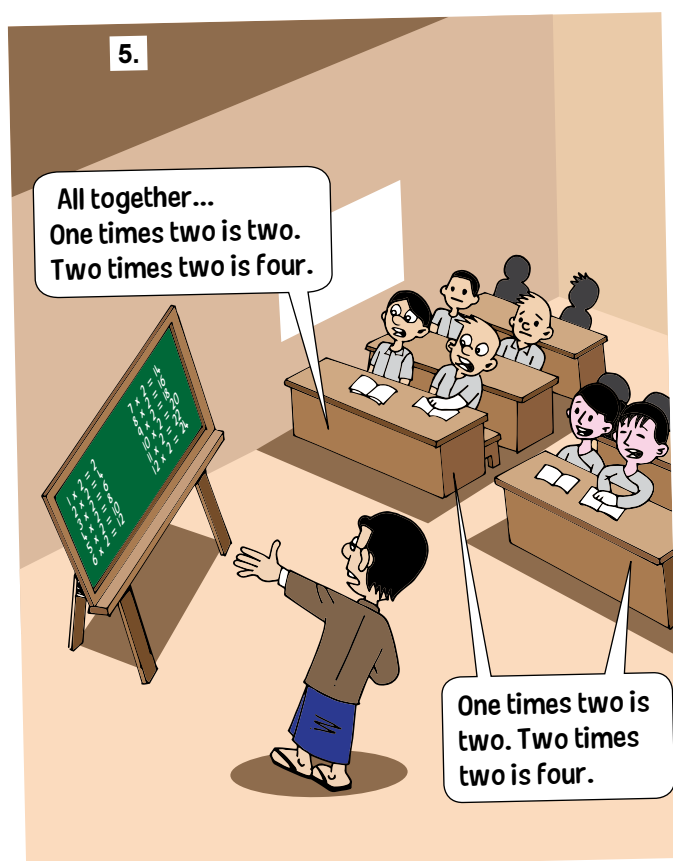
What are the advantages and disadvantages of living in a bamboo house?



3.

Which triangle is the right-angled triangle?





In some schools and classrooms a lot of learning stays at the level of remembering and understanding. However, there are many more **demanding** skills that learners can develop. Teachers can help their learners to work to the best of their ability by developing more difficult tasks.

### Bloom's Taxonomy

In the 1950s, B.S. Bloom designed a structure outlining levels of learning, which also describes the thinking and learning people use in the real world.

It is widely used today to help teachers choose activities to develop their learners' thinking skills. This helps learners to do more with what they learn.

Bloom designed this diagram to describe what learners should be achieving at each level of thinking.



## Exercise

**B** Match the thinking levels with the objectives.

- |               |  |
|---------------|--|
| 1. apply      | a. Learners can form new ideas, inventions, theories etc, using the ideas and information they have studied. |
| 2. remember   | b. Learners can use the information in different contexts.   |
| 3. create     | c. Learners can make connections between the different parts of information.                                 |
| 4. evaluate   | d. Learners can explain the ideas and concepts using their own words.  |
| 5. analyse    | e. Learners can judge whether something is good or bad, right or wrong, appropriate or not.                  |
| 6. understand | f. Learners can recall information without looking at the text.  |

## Activity

**C** Look at the activities in 3.4.2  
A. Which activity uses which thinking level? In groups, write them in the pyramid like the one above.

## Discussion

**D** Discuss the questions.

1. Look at how the other groups ordered the activities in C. As a class, agree upon the best order.
2. Why are the levels written as a pyramid (rather than a cycle, or a ladder?)



E Read the lists of activities. Label the groups of classroom activities with the thinking level.

1. \_\_\_\_\_

- ◇ build a model to demonstrate how something will work
- ◇ make a puzzle using ideas from a story
- ◇ dress a doll in national costume
- ◇ solve a maths problem using the new method taught
- ◇ write a sentence using the new grammar rules taught

2. \_\_\_\_\_

- ◇ **interpret** data from a questionnaire and display it in charts or tables
- ◇ look at information and decide whether or not it supports an idea or theory
- ◇ make a **flowchart** to show important steps in a **process**
- ◇ explain the causes of a historic event
- ◇ prepare a report about a topic
- ◇ compare and contrast a bamboo house and an apartment block

3. \_\_\_\_\_

- ◇ invent a machine to make soap
- ◇ create a new product. Give it a name and design a marketing campaign
- ◇ write a song, story or poem
- ◇ design a cover for a CD or book
- ◇ compose a piece of music
- ◇ write a computer programme to calculate the profit from a shop

4. \_\_\_\_\_

- ◇ make a timeline of events
- ◇ make a facts chart
- ◇ list all the animals in a story
- ◇ make a word search using words recently taught
- ◇ write down a grammar rule
- ◇ recite a poem
- ◇ make a word search

5. \_\_\_\_\_

- ◇ answer comprehension questions about a text
- ◇ identify the main idea
- ◇ make a cartoon showing the sequence of events
- ◇ retell the story in your own words
- ◇ prepare a mind-map to show the sequence of events
- ◇ answer true/false questions

6. \_\_\_\_\_

- ◇ mark a presentation using a list of criteria
- ◇ have a debate and vote on who has presented the best argument
- ◇ write a letter to the Ministry of Education explaining why the final examinations should be changed
- ◇ list the advantages and disadvantages of living in a bamboo house

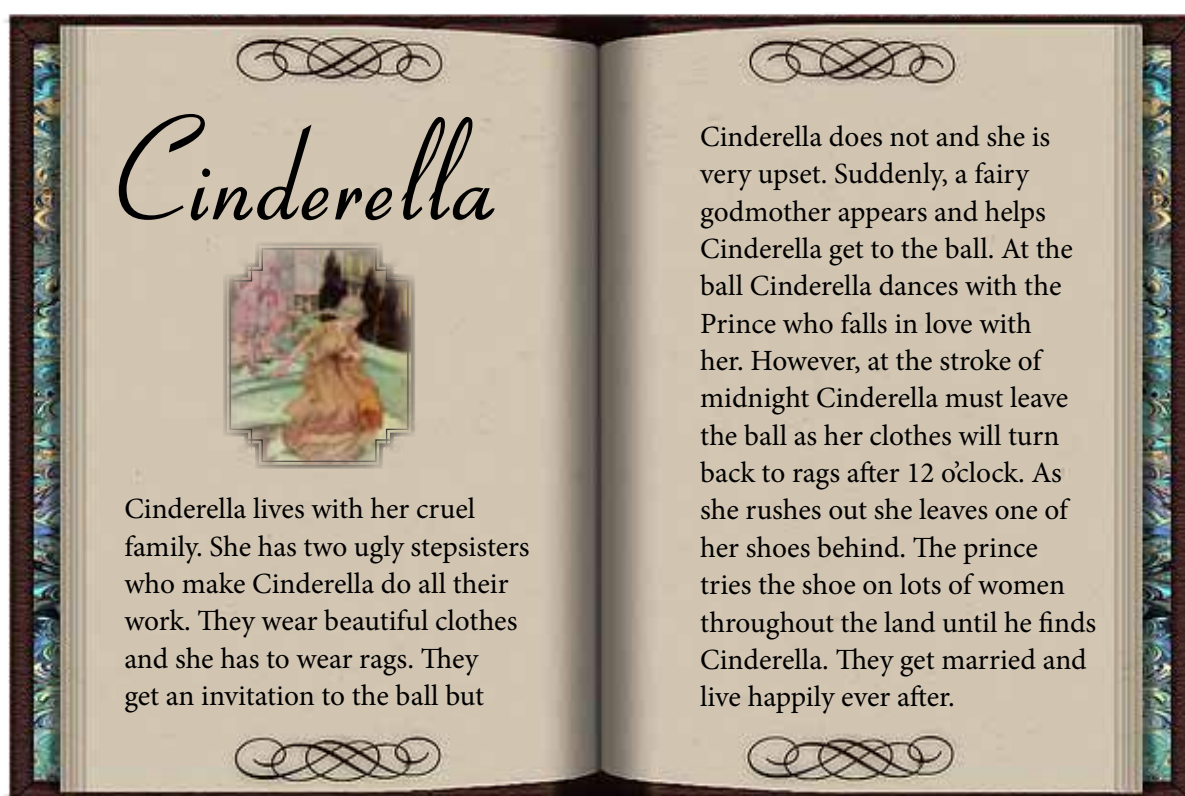
## Exercise

**F** Follow the instructions.

1. Put these activities into one of the lists in 3.4.2 E.
  - a. Outline the main points of a lecture.
  - b. Look at an example of a grammar structure and work out the grammar rules.
  - c. List the main events in a story.
  - d. Solve a complicated number puzzle based on completing an easier version of the same puzzle.
  - e. Write an essay giving your opinion.
  - f. Design a building to store the rice harvest.
2. Add one more example to each list.

## Exercise

**G** Read the story of Cinderella and the questions that a teacher might ask their students. Match each question to Bloom's levels of thinking.



1. Who are the five characters from the story? *remembering*
2. What other ways could Cinderella escape her situation if she hadn't met the fairy godmother?
3. In your own words, explain why the two ugly daughters do not like poor Cinderella.
4. What do you think are the bad things that the stepmother does to her, and why?
5. Compare Cinderella to the two ugly stepsisters.
6. What would the poster for a movie version of Cinderella look like?



H Read the article. In pairs, create one question or activity for each thinking level.

# MYANMAR'S DRY ZONE



A woman trying to collect water in the Dry Zone.

A quarter of Myanmar's population live in Myanmar's Dry Zone. 60% of those are farmers, who depend on the land to eat and to make money. Many face problems with access to food and water.

The area is dry because it is in the rain shadow of the Chin Hills. It has the lowest average annual rainfall in Myanmar. In some parts of the Dry Zone, the average rainfall is fewer than 4 inches (100 mm) of rain. The average rainfall in most other parts of Myanmar is 8 – 24 in. (200 – 600 mm).

One of the major issues facing the Dry Zone is food insecurity – people are without reliable access to a enough affordable, nutritious food. A 2014 survey showed that 18.5 % of dry zone households face food insecurity. One local woman, 30 year-old Kyi Htay, from Bagan, Mandalay Region said “Getting food is a headache every day”.

Unfortunately, the problem will probably become worse in the future. Farmers' harvests have been poorer in recent years and water shortages are a problem. There are an increasing number of droughts because of the lack of rain and poor irrigation.

Improving food security in the Dry Zone area requires several solutions. These include planting new trees, more money for modern farming methods and help for farmers to improve the soil so they can grow more. Until these things happen, many people will face difficulties in Myanmar's driest place.

Planet Earth, Mote Oo Education, 2015

Activity



**Example:**

I try and introduce my English students to the news, so I use real stories. I do lots of comprehension activities, but I will try and do creative writing based on stories.

- I Choose a topic you teach or will teach, Think of an activity at each level that you could use to teach this topic.

- J Discuss these questions:
  1. What sort of activities do you normally use in your classroom?
  2. Which thinking levels do they include?
  3. If they only include the lower ones, what activities could you use that focus on higher-order thinking?

Activity

Discussion

### 3.4.3 Resources

#### Preview

- A** Do you use any extra resources in the classroom?  
What sort of things do you use? How do you use them?



Here are some ideas of additional resources that a teacher could bring into the classroom and how they could be used.

| subject | topic                      | resource                            | activity   |
|---------|----------------------------|-------------------------------------|--|
| English | animal vocabulary          | flashcards with pictures of animals | <ul style="list-style-type: none"> <li>the teacher presents the name of each animal</li> <li>the teacher holds up a flashcard and students call out the names of the animals.</li> </ul>                                       |
| Gender  | women and men in the media | newspapers and magazines            | <ul style="list-style-type: none"> <li>students look through magazines and newspapers for pictures of women and men.</li> <li>they list what they are doing Politics/leadership? Fashion? Sports? Celebrity gossip?</li> </ul> |
| Maths   | probability                | dice made of cardboard              | <ul style="list-style-type: none"> <li>students throw two die fifty times</li> <li>they record the number of times each possible total (from 2 to 12) comes up.</li> </ul>   |

#### Activity

- B** In groups, choose one of the subjects in 3.4.3 A, and:
1. identify the age group that you might use this activity with;
  2. write a lesson objective for the lesson;
  3. decide how you could get or make this resource;
  4. think of another activity you could do with this resource.



**C** Complete the missing sections in this chart.

| Subject                 | Topic                   | Resource                              | Activity   |
|-------------------------|-------------------------|---------------------------------------|--|
| Biology                 | parts of a flower       | 1.                                    | <ul style="list-style-type: none"> <li>students dissect a flower and identify the different parts</li> </ul>   |
| 2.                      | rhyming words in poetry | flashcards with rhyming words         | <ul style="list-style-type: none"> <li>In group students play a matching game where they turn over pairs of cards</li> <li>If the words on the cards rhyme, they make a two-line poem</li> </ul> |
| Geography               | 3.                      | map of the world                      | <ul style="list-style-type: none"> <li>students identify the continents</li> </ul>   |
| Politics                | the constitution        | a copy of Myanmar's 2008 constitution | 4.   |
| Kayah language literacy | the alphabet            | flashcards of vowels and consonants   | 5.   |

**D** Here are some subject and lesson topics.

- What extra resources that would be useful for teaching them?
  - Environment: Different types of waste produced in the world
  - English: The terms used in dictionaries to define words (pronunciation, part of speech, collocation, etc.)
  - Economics: Principles of supply and demand
  - Mathematics: The names of solids (cube, pyramid, cylinder, cone, etc.) and the number of faces each one has
  - Physics: The characteristics of synthetic fibres
- In groups, choose one of these topics. Prepare a resources and activity
- Demonstrate or teach your activity to the class.

**E** Discuss these questions.

- Is technology (computers, internet, smartphones) useful or a problem in a class?
- What extra resources would you like to have in your ideal classroom?

**Example:**

Students like colourful things. I like a bright and colourful textbook with lots of information. This is as good as any smartphone or computer.



### 3.4.4 Using a Coursebook

#### Preview

- A Do you use a coursebook in your teaching and learning? What do you think of coursebooks? Are they useful or not?



Coursebooks are important. In most formal education systems, they are a compulsory part of the syllabus. However, none are perfect. One of the skills of a good teacher is to use the textbook effectively. This means deciding:

- how to use the content of each unit;
- what order to use it in;
- what to **supplement** it with;
- what to leave out.

The textbook is a tool to help the teacher; it is not there to restrict the teacher.

On the opposite page is a lesson from Myanmar's *Ministry of Education English Textbook: Grade 6 pp. 23 – 35, Lesson 3*, and a lesson plan for it.

#### Exercise

- B Compare the lesson plan with the original textbook exercises:
1. What exercises did the teacher keep?
  2. What was changed or moved?
  3. What was added?
  4. What was left out?



### LESSON 3

23

1. Read and answer the questions:

Kyaw Kyaw      Mu Mu      Mg Myo      The workman



cold      hot      sleepy      tired

Si Si      The farmer      Aung Soe      The little boy



thirsty      hungry      ill      cheerful

1. Who looks hot?
2. Who looks ill?
3. Who looks tired?
4. Who looks thirsty?
5. Who looks sleepy?
6. Who looks cheerful?
7. Who looks cold?
8. Who looks angry?

2. Finish these sentences. Use these words: hot, thirsty, tired, sleepy, cold, ill

1. I am wearing two coats. I feel .....
2. I want a drink. I feel .....
3. This is hard work. I feel .....
4. I am going to bed. I feel .....
5. I want a coat. I feel .....
6. I have a pain in my head. I feel .....

24

3. How many meaningful pairs of sentences can you make?

|        |  |       |            |   |
|--------|--|-------|------------|---|
| I feel | thirsty.<br>hungry.<br>tired.<br>sleepy<br>hot.<br>cold. | Let's | have<br>go | a rest.<br>a drink.<br>something to eat.<br>inside.<br>to bed.<br>home. |
|--------|--|-------|------------|---|

4. Put these words in the blank spaces:

comfortable      ill      busy      happy  
cheerful      tired      difficult      angry

1. Mu Mu looks .... Her face is very white.
2. Si Si seems very .... She is smiling.
3. May I sit in that chair, please? It looks very ....
4. You seem very ...., Mg Myo. You must go to bed early tonight.
5. Kyaw Kyaw seems very .... He always has a big smile on his face.
6. The children seemed very .... They were all working hard.
7. That lion looks .... It is roaring very loudly.
8. This sum looks very .... but I shall try to do it.

5. Say these words:

big    chin    dish    fish    kick      milk  
sick    thick    thin    in      which      window

6. Read aloud and spell:

scissors    sister      skip      spring      swim      switch  
thing      think      whisper      whistle      wind      wrist  
slowly      quickly      dirty      silly      noisy      noisily  
bucket      market      pocket      minute  
chicken      village      busy      pretty

25

### A PICNIC ON THE BEACH

Last Monday was a holiday. The children decided to have a picnic on the beach. They all felt very happy. Daw Aye gave the boys a bag of food to carry and told them to carry it carefully.

"There are some eggs inside," she said, "and some meat to cook. You can make a fire on the beach."

The children reached the beach at ten o'clock. The sun was shining on the sea. It looked very pretty.

"I feel hot," said Kyaw Kyaw. "Let's have a swim."

"Let's have a drink first," said Mg Myo. "I feel thirsty."

"I feel sleepy," said Si Si. "The sun's very hot, isn't it?"

"Yes, it is," said Mu Mu. "I feel sleepy too."

The two girls lay down on the hot sand and went to sleep. Kyaw Kyaw and Mg Myo had a drink and then ran into the sea.

"Does the water feel cold?" Tun Tun shouted.

"No," Mg Myo shouted. "It feels warm. Come in with us."

The three boys swam and played until twelve o'clock. Then they began to feel tired. They felt hungry too.

"Let's wake the girls," said Mg Myo.

"No," said Kyaw Kyaw. "Let's make a fire and cook the food. Then we can wake the girls."

Answer the questions:

1. When was the holiday?
2. What did the children decide to do?
3. What did Daw Aye give them?
4. When did they reach the beach?
5. What looked pretty?
6. Who felt hot?
7. Who felt thirsty?
8. Who felt sleepy?
9. What did the girls do?
10. Who swam in the sea?
11. Did the water feel cold?
12. Who felt tired and hungry?
13. Who wanted to wake the girls?

objective

- Students will be able to describe how someone looks/seems, or how they feel, using thirteen simple adjectives.

structure

- Noun/pronoun + look/feel/seem + adj

stage

activities

resources

Introduction

Revise adjectives

flashcards  
(adjectives)

Presentation

Present structure

Cards  
(structure words)

Miming game

Cue cards  
(adjectives)

Controlled Practice

Exercises 2 and 4

Textbook

Roleplay story (groups of 6)

Cue cards  
(dialogue)

Free Practice

Write continuation of the story and roleplay

Cue cards  
(story ideas)

Review

Exercise 3

Textbook

Homework

Write five examples (like exercise 3)

Textbook



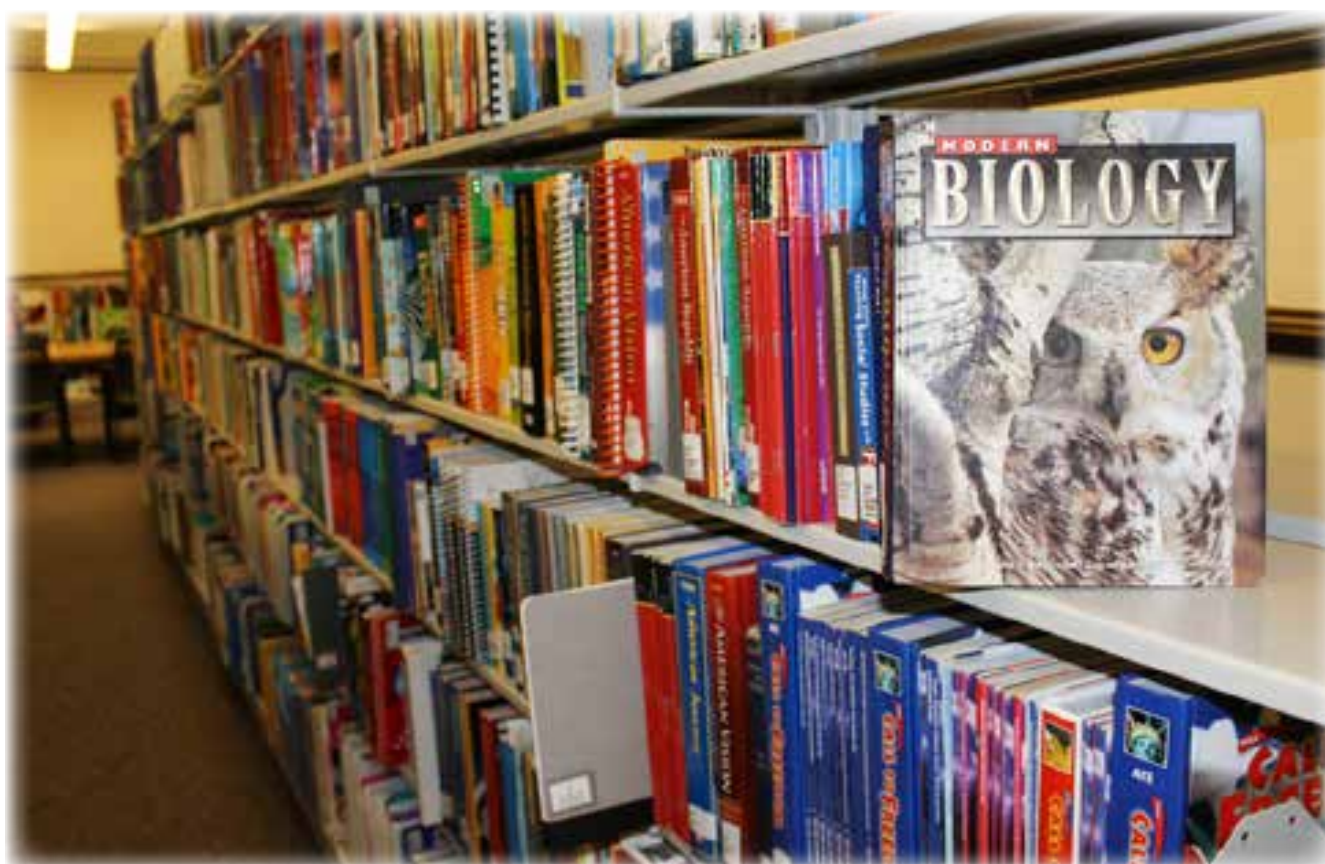
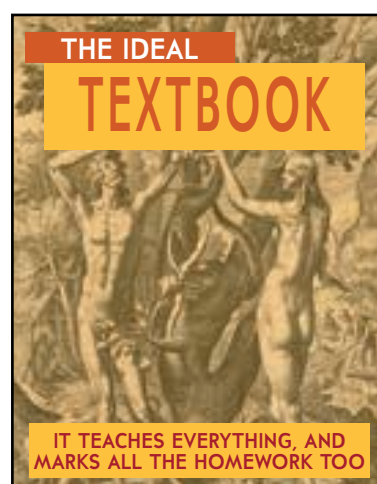
## Discussion

**C** Discuss these questions.

1. Do you ever teach a textbook exactly as it is written? When?
2. What would the ideal textbook look like? What would the contents be like?

**Example:**

When I haven't got enough time to prepare, I just work through the exercises in the book. The best textbooks have lots of pictures in them.



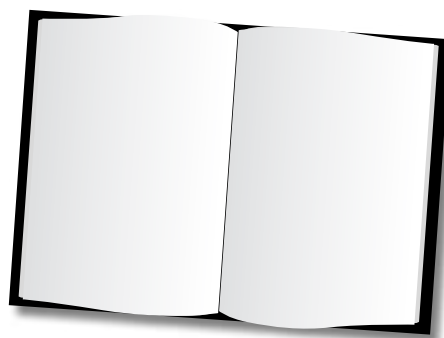
## Activity

**D** In pairs, choose a coursebook lesson and make a lesson plan.

1. Decide what the objective of the lesson is.
2. Think of activity to introduce the lesson.
3. Think of the other lesson stages. Decide:
  - what activities from the book are useful;
  - what order to do them in;
  - what you could leave out;
  - what you could add.
4. Decide what extra materials you need to produce for the lesson.
5. Put your plan up on the wall.

**E** Write down your ideas in a reflective journal, or discuss them in groups:

1. Describe something you learnt in this section that was significant for you.
2. Why was it significant for you?
3. How will you use this in your teaching?



### Summary – 3.4: Lesson Content

One feature of a well-planned lesson is that it has a mixture of different types of activities, so that the pace of the class varies. Sometimes the teacher wants the learners to be more physically active and sometimes they should be calmer, but thinking more deeply. An important part of lesson planning is to decide which ones to use and when to use them. Bloom's taxonomy helps the teacher to stretch the more able learners and can help learners use higher-order thinking.

Only a very tired or unimaginative teacher would teach by following the textbook and doing nothing else. Enthusiastic, imaginative teachers sometimes take time to prepare extra resources to make the lessons more interesting for the learners. This can be very time-consuming, but once prepared, these materials and ideas can be used again and again. It can be very motivating for the teacher if he or she can see them having a positive **impact** on the learners.

Textbooks can be an important part of the syllabus. However, none are perfect. One of the skills of a good teacher is to use the textbook effectively. This means deciding how to use the content of each unit – what order to use it in, what to supplement it with and what to leave out. The textbook should help the teacher, not prevent the teacher from teaching effectively.

## 3.5: Evaluating your Lesson

### Objectives

- Trainees will be aware of the importance of reflecting on their lesson
- Trainees will act on feedback given by an observer in order to improve their teaching

### Key words and phrases in 3.5

constructive (adj) - အပြုသဘောဆောင်သော  
critical (adj) - ကောင်းကျိုးဝေဖန်သုံးသပ်မှု ရှိသော  
dominate (v) - လွှမ်းမိုးသည်  
feedback (n) - အကြံပြုခြင်း၊ တုံ့ပြန်ချက်  
guide (v) - လမ်းညွှန်သည်

learner-centred (adj) - သင်ယူသူ ဗဟိုပြုသော  
monitor (v) - သုံးသပ်စောင့်ကြည့်သည်  
observe (v) - လေ့လာသည်  
teacher-led (adj) - သင်ကြားသူ ဦးဆောင်သော

### 3.5.1 Reflection and Feedback

#### Preview

- A** What do you usually do when you finish a lesson?
1. Go home, relax and do something you enjoy.
  2. Forget about it as quickly as possible.
  3. Reflect on what was good about the lesson, or what didn't work as well, and why.
  4. Something else.



After you have taught a lesson it is important to reflect on it. This means thinking about what went well, what didn't go so well and why, so that you can improve for next time. Ask yourself these questions:

- Did I achieve my objectives?
- Did I follow my lesson plan? If not, what did I add or leave out? Why?

**B** What other questions are useful to ask?

Example:

I ask myself which students did not understand the lesson, and the possible reasons why. This is important so that they all understand next time.



Some teachers write journals after they teach their lessons. For this to be useful, comments should consider specific aspects of your lesson.

**C** Here are some comments that teachers made in journals. Look at them and decide which are most useful and why:

1. "The lesson went well. The students did what they were told."  
*This is not a very useful comment. It doesn't really reflect on what the teacher did and how effective the teaching was and why?*
2. "The lesson was a disaster!"
3. "The lesson started well – all the students were active during the warm-up, but I let the game go on too long during the free practice stage and didn't have time to review the lesson properly at the end. I must keep a closer eye on the time next lesson."
4. "Some of the students are finding the work too difficult, I need to get them moved to another class."
5. "One group finished the activity quickly and started chatting, because I didn't have anything else prepared for them to do. I need to have an extra activity ready in case some finish before others."

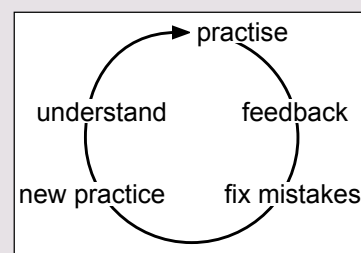
**D** Imagine you were the teacher in the lesson described in 3.1.1 D.

1. Write a journal entry for it.
2. Swap with a partner and read each other's.
3. Discuss your comments together.

It is useful to get feedback which helps you evaluate your lesson. The diagram on the right illustrates how this process works.

Often feedback is given by a colleague who **observes** the lesson. This could be a senior teacher or one with similar experience to you.

Observer's feedback is often **guided** by a set list of questions on an observation sheet, which focus on the organisation of the lesson and aspects of classroom management. Sometimes the feedback might focus on a particular aspect only. For example in this module, feedback will focus only on lesson planning.



**E** Here is a **feedback** sheet an observer completed for the lesson in unit 3.1.1. Fill the gaps with the statements below.

1. "If your electricity supply is not reliable, have a back-up activity ready."
2. "The lesson had a good balance of **teacher-led** and **learner-centred** activities, which were appropriate for the topic being taught. However, you need to organise the time better. Allow five or ten minutes at the end to review the lesson and explain the homework."
3. "You didn't include the audio script under 'Resources'. Make sure to write down everything you need."
4. "OK – a good balance of whole class and small group activities."
5. "The whole class repetition and group activities were good, but you need to be clear about which verb form you want them to practice."

| Observation feedback sheet (lesson planning)                                      |  |   |
|---|--|---|
| Topic of the lesson: <i>Elementary English – present simple for daily routine</i> |  |   |
|   | observation point  | comments  |
| The plan  | The plan included information about the topic, skill or structure.                           | OK  |
|   | The objective was specific, realistic and measurable.  | You weren't specific about the verb form you wanted them to use, so the children made mistakes in the activity. |
|   | The plan included information about lesson stages, activities, timing and materials.         | a.  |
| The lesson  | The stages of the lesson followed a logical order and included a good variety of activities. | b.  |
|   | The activities were appropriate for the level and age of the students.                       | OK – flashcards are very useful for this age group.   |
|   | The activities were appropriate for achieving the objective.                                 | c.  |
|   | The teacher managed to achieve the learning objective(s).                                    | Write eight sentences to describe your own daily routine.   |
|   | The teacher was well-prepared with the materials and resources needed.                       | d.  |
| General Comments: e.  |  |   |



It is important that the feedback is **constructive**, so that it helps the teacher improve. Constructive feedback has three features:

- It has an example of something that went well. This could include a comment about how the teacher is improving on a point that was brought up after the last observation;
- It points out what did not go as well as it could have, but is not so overly **critical** that it is demotivating;
- It gives specific advice about what the teacher needs to do to improve in the area(s) identified as weak.

## Exercise

**F** Look at these comments. Decide if they are examples of constructive feedback or not. If not, how they could be rewritten to make them better?

**Examples:**

"An excellent lesson."

*This doesn't tell you much. It assumes the lesson was perfect. Was there really nothing that could have been done better?*

"The students didn't understand when you were explaining about photosynthesis."

*This says what the problem was, but does not give advice about how to improve.*

1. "You started the lesson much better than last time. Using an action song at the beginning helped the children focus on the lesson, as they settled down much more quickly. However, they lost concentration during the class game, as it went on too long and they were not all involved all the time. If they are starting to fidget, it would be better to move onto something else. Don't let an activity go on for too long."
2. "Overall, a well-organised lesson. However, you didn't leave enough time to explain the homework properly. Even if it means cutting an activity short, make sure you give yourself enough time to finish off the lesson without having to rush at the end."
3. "The stages of your lesson are still mixed up."
4. "Well done!"

**G** Discuss these questions

1. How do you feel when you are observing another teacher?
2. How do you feel when your teaching is being observed?

**Example:**

I like observing colleagues because I can observe the students too. It helps me to think about their needs, and how the teacher meets them.



## Discussion

## 3.5.2 Teachers' Personal Aims

### Preview



- A** Look back at the lesson in the cartoon on 3.1.1  
**D.** Make a list of the things the teacher could do to improve her teaching, e.g.

*She let one student keep shouting out the answers – she should have been stricter and make sure others could answer.*

Once you have reflected on your lesson, and got feedback if you were observed, you should think about how you would teach the lesson if you did it again.

There may be general areas for improvement that you can work on. These can be included in an extra section on the lesson plan about personal aims.

### Exercise

- B** Here are some examples of feedback. Match them to the teacher's aims.

#### Observer's Feedback

1. "You kept asking the same students to answer questions."
2. "Too much teacher talking time."
3. "Some of the students at the back didn't seem to understand."
4. "You spent a long time on one activity, then didn't have time to review the lesson."
5. "The students didn't understand what to do when you were organising them for the roleplay."
6. "The students were sat waiting with nothing to do while you prepared the equipment for the experiment."
7. "How do you know whether or not the students understood what you were teaching?"

#### Teacher's Aims

- a. "I will try to give clearer instructions so that students know what to do when I am putting them into groups for an activity."
- b. "I will set up the equipment for an experiment before the lesson so that we don't waste time during the lesson."
- c. "I will try to talk less during the lesson and encourage the students to contribute more."
- d. "I will ask more questions to check that students have understood what I have taught."
- e. "I will organise the time better, so that I can review what we have covered at the end of the lesson and don't finish so chaotically."
- f. "I will go round the class while the students are doing an activity and **monitor** what they are doing."
- g. "I will try to get the quieter students to answer questions and not let the louder ones **dominate** so much."

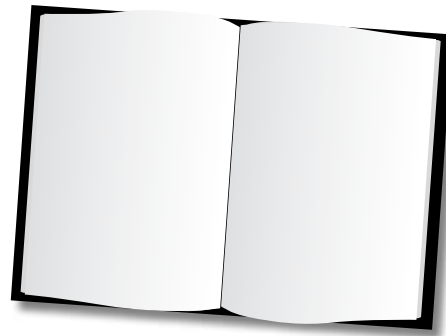


- C** Think of a lesson that you have taught or participated in. What were the weak points? What personal aims would you put on the lesson plan for the next lesson? Discuss your aims with a partner. Offer some advice to your partner.

## Activity

- D** Write down your ideas in a reflective journal, or discuss them in groups:

1. Describe something you learnt in this section that was significant for you.
2. Why was it significant for you?
3. How will you use this in your teaching?



## Reflection

### Summary – 3.5: Evaluating Your Lesson

There are many things that a teacher has to think about before, during and after their lesson. It's not an easy job to be able to manage what is happening in class while providing the learners with the skills and knowledge they need. It takes careful planning and a continuous process of evaluating each lesson and making improvements.

All teachers have lessons that do not go as planned. When this happens to you, try not to dismiss it as a disaster. Think about why things went wrong and how you could improve. Even a very experienced teacher will have lessons that go badly, and activities that don't go as planned. One habit of a good teacher is to evaluate each lesson and think about what went well and what could be improved – even after years of teaching.

## Task: Peer teaching and observation

In pairs, plan and teach a 15 minute lesson.

Two classmates will observe your lesson and give feedback.

### Teachers

Work with a partner who teaches the same subject area.

- 1 Decide on a (short) topic to teach, and the level and age of your students.
- 2 Plan the lesson using the lesson plan template on page 81. Make sure to include in your lesson plan:
  - your learning objective(s)
  - your lesson procedures (the stages of the lesson and the activities used at each stage)
  - the materials and resources you will need
- C Teach the lesson to the rest of the class. Make sure you both teach parts of the lesson.

### Observers

Observe the lesson your classmates are teaching.

- 1 Observe the lesson and record your comments. (Use the observation feedback sheet on page 82).

Here are some things to consider:

- What were the successes of the lesson?
  - How could the teacher's techniques/teaching style be improved?
  - How did students respond to the teaching techniques used in the lesson?
- 2 Give feedback to the teachers. Remember that your feedback should be constructive, i.e. it should include:
    - what worked well;
    - what did not go so well;
    - how to improve.

NOTES: If you are observing the lesson it is important NOT to interrupt the students or the teacher during the activity.

Don't be afraid to get as close as possible to the students in order to see what they are doing.

# Answer Key

## 3.1: Planning

### 3.1.1: Why plan?

**A Answer:** planning

**C Possible Answers:**

- a – dedicated, hardworking, serious, inexperienced, busy, tired, enthusiastic
- b – experienced, flexible, imaginative
- c – flexible, thoughtful, experienced
- d – lazy, tired
- e – serious, thoughtful

**D Possible Answers:**

1. Her objective was not specific enough. She didn't specify that they were going to learn the third person present simple.
  - She didn't have a back-up activity ready in case the electricity went off.
  - She didn't have the transcript for the audio.
  - Her timing was bad – she didn't leave time to explain the homework.
2. She should think more carefully about exactly what point she is going to teach
  - She should think about things that can go wrong and prepare for this situation.
  - She should make sure she has everything she needs or might need.
  - She should stop an activity before the end of the lesson to give enough time to finish everything and explain homework, etc.

**F Possible Answers:**

- The teacher already knows exactly what s/he is going to teach.
- The teacher follows a coursebook with instructions, and does not do anything else.

**G Possible Answers:**

1. Most of the students aren't involved in the lesson or listening to the teacher. The ones that are only copying from the board.
2. Planning helps the teacher think about:
  - the objective of the lesson.
  - what sort of activities are needed to be included to achieve the objective.
  - how to structure the lesson with a sequence

of activities that help achieve the objective.

- different activities to make students more interested in the lesson.

### 3.1.2: Factors in Lesson Planning

**A Possible Answers:**

- the length of the lesson.
- if there is a syllabus that you have to follow.
- the reason the students are studying this subject.
- if there is an exam at the end of the course.
- the classroom resources.

**B Answers:** 1. j, 2. e, 3. i, 4. l, 5. h, 6. b, 7. a or d, 8. k, 9. a or d, 10. f, 11. c, 12. g

**C Answers:** i. i, ii. b or d, iii. c, iv. g, v. d, vi. a

**D Answers:** 1. iv, 2. i, 3. vi, 4. v, 5. iii, 6. ii

**F Example answers:**

1. You need to cover this topic again, but try to do it in a different way. You may find that students have difficulties with some parts of a subject. There's no point going on to another topic if they haven't mastered an earlier one. Find out what they find difficult.
2. If the students take exams, it is important that you cover the material that they will be tested on. You might find that there is time to alternate necessary topics and exam practice with other things that are more relevant and interesting to the students.
3. You might not be able to move the furniture, but you can probably move the students. For example, you could turn the front row of students round to work with the person behind them or put students into groups by working with the students across the aisle between the benches.
4. Even if you have to cover all the material in the textbook, that doesn't mean you have to follow it exactly. It's a good idea to list the points that each unit includes (some textbooks give this information at the end of each unit) and then decide how you would like to teach



it. Use the exercises in the book and include your own activities and ideas as well.

5. If students are enjoying themselves they are more likely to take part in the activities in the lesson. However, having fun is not, in itself, the most important thing about a lesson. You must make sure that your lesson has a clear objective and that all the games and activities that you include are there because they help the students practise what you are teaching, not just because they are fun.
6. If the school or college hasn't already got one, you should write a framework of the material you will cover in the course, which will help you decide on the content of each lesson. In some subjects it is important to teach things in a particular order, as students need to know the basics before they can go onto more difficult material.

### 3.1.3: Structure of a Lesson Plan

#### C Possible answers:

- subject or course
- grade or level
- length of lesson
- timetable fit
- objective of lesson
- details of topic, skill or structure
- timing
- resources
- grouping
- purpose of activities

## 3.2: Lesson Objectives

### 3.2.1: How to Write Lesson Objectives

#### A Possible Answers: 5, 8, 1, 2, 4, 6, 3, 7

#### B Possible Answers:

1. Because a well-written lesson objective helps teachers think about exactly what they want the students to learn in the lesson. This helps the teacher think about what to teach, why and how. It helps the teacher focus on what activities can be included to achieve this.
2. A lesson should have at least one main

objective, but it could have two or three. More than that can be too many to achieve in one lesson, unless it is quite long.

#### C Possible Answers:

1. A – List 2  
B – List 1  
C – List 3  
D – List 3
2. List 3

#### D Answers:

1. b
2. a
3. c

#### E Answers:

1. A – iii  
B – i  
C – ii
2. A – ii  
B – iii  
C – i

#### F 1. Answers: a, c, e, h

#### 2. Possible answers:

- b. This may be too much for one lesson. It could be split into objectives for two or more lessons.  
“Students will be able to measure inflation and explain its effects” | “Students will compare Myanmar’s current situation in Yugoslavia in 1993.”
- d. “Students will recognise the chemical symbols for elements.”
- f. This does not say what the students are going to learn.
- g. “Students will analyse and form sentences using the present perfect tense.”
- i. This is not a lesson objective; it is a teacher’s personal aim about improving her teaching. (See 3.5.2 for more information on this topic.)

#### G Possible answers:

1. Good lesson objectives help teachers focus on the main points of the lesson, and how they

are going to teach these.

2. It may be difficult to write something that is clearly focused and fits the criteria for a well-written objective.
3. If students understand the purpose of the lesson, they might study more effectively. However, writing good objectives can take a long time, and a very busy teacher might prefer to focus on other aspects of lesson planning.

### 3.2.2: Objectives and the Lesson Plan

**A Possible answer:** In order to prepare a well-planned lesson the teacher must be clear what the students are expected to be able to do at the end of the lesson. This is the basis for deciding what activities should be included.

**B Answer:** 2, 5, 3, 4, 1

**C Possible answer:** Because she was following the grammar rule that the teacher provided.

**D Possible Answer:** "Students will be able to identify and classify mammals, reptiles, amphibians, birds and insects."

**E Example answers:**

- "Students create Venn diagrams showing the similarities and differences between Buddhism, Islam and Christianity."
- "Students read a text about the history of major world religions in Myanmar."

**G Answer:** Before, so that you can ensure your activities help meet the objectives.

### 3.2.3: Knowledge, Skills and Values

**A Answers:** 1. b 2. c 3. a

**B Possible answers:**

1. politics, social science
2. university, adult, senior high school
3. 5-10 (depends on how long the lessons are)
4. knowledge objectives are about what you know. Skills objectives are what you can do. Values objectives are what is important to you.

**C Possible answers:**

1. **Advantages:** Objectives that focus on knowledge, skills and values help the teacher to deliver a lesson that goes beyond the learning of simple facts. Students need to develop a range of skills for the 21st century society, including the ability to evaluate and use information, and skills which they can use outside the classroom.

**Disadvantages:** They are more difficult to write.

Values are complex. Whose values should you teach? They depend on individuals, and also they vary and change across different cultures and generations.

2. When you are teaching a course that focuses on students' ability to do something at the end of it, rather than on just remembering and reproducing information.
3. Lesson objectives are more detailed than course objectives. Course objectives give a broad overview of what is covered by the syllabus.

**D Example answers:**

**Knowledge:** "Students can describe key characteristics of five religions in Myanmar."

**Skills:** "Students can identify differences and similarities between these religions."

**Values:** "Students will reflect on the role religion plays in their life and community."

## 3.3: Lesson Structure

### 3.3.1: The Five-stage Lesson

**B Answers:**

1. a-ii, b-i, c-iii, d-v, e-iv
2. d, a, e, c, b

**C Possible Answers:**

1. Subject – biology/science  
Topic – mammals
2. b, a, e, c, d
3. a – presentation  
b – introduction  
c – free practice  
d – review  
e – controlled practice

**D Example answer:** “Students will recognise the characteristics of mammals and identify common mammals.”

**E Possible answers:**

**Introduction** – 1, 11, 13

**Presentation** – 5, 8,

**Controlled practice** – 2, 4, 9

**Free practice** – 6, 10, 14

**Review** – 3, 7, 12

**F Answers:**

**1. Lesson A:**

- Introduction: H
- Presentation: A
- Controlled practice: I
- Free practice: B
- Review: E

**Lesson B:**

- Introduction: J
- Presentation: G
- Controlled practice: D
- Free practice: C
- Review: F

**2. Lesson A** – Electoral systems

**Lesson B** – Questions in the past simple tense

**G Possible answer:** A lot of this book fits the five-stage model, with preview (Introduction) followed by presentation of new information, and controlled-free practice, and each chapter ends with a review (reflection). However different trainers might use the book in different ways, skipping or adding material to suit the needs of the class.

### 3.3.2: Introduction and Presentation

**A Possible answer:** Think of a fisher catching a fish. The fishing hook is used to grab the fish and bring it towards the fisher. The hook is a way to grab your students’ attention at the beginning of the lesson.

**B Answers:**

1. presentation
2. introduction
3. introduction
4. presentation

5. introduction

6. presentation

7. introduction

8. presentation

9. introduction

10. presentation

**C Example answers:**

**Introduction:**

- Show students a (paper or electronic) map, and students brainstorm information you can get from a map.
- Ask students if they ever use maps, what they use them for, and what they find difficult about using maps.

**Presentation:**

- Students look at a map and identify places and features they discussed in the introduction.
- Give students a very basic map, and dictate features to students, e.g. “A bridge goes over the river on River Road”, “There is a petrol shop on the corner of Main Street and Green Street. They draw these on their maps.

**D Example answers:**

**1. Introduction:** Draw a butterfly on the board, slowly. As you draw, students guess what you are drawing.

**Presentation:** Give students a picture of the life cycle of the butterfly (egg, caterpillar, cocoon, butterfly) and students point to each stage in the life cycle.

**2. Introduction:** Students all bring a piece of advertising to class (printed from the internet or cut from a magazine) and put them up on the walls.

**Presentation:** Students read an article on the history of advertising.

**3. Introduction:** Ask students what books they have read this month.

**Presentation:** Show students a book review of your favourite book.

**4. Introduction:** Explain to students they are going to watch a documentary. Write key words and phrases on the board: “global

warming", "sea levels rising", "species extinction", "extreme weather patterns".

Students predict what information be in the documentary.

**Presentation:** Students watch a documentary about climate change.

5. **Introduction:** Students all stand up. Tell them to point to different parts of their bodies, e.g. "Touch your stomach" "Point to your lungs".

**Presentation:** In groups, students each get one part of a human body. Groups assemble their body, and the first group to correctly complete this task is the winner.

**F Possible answers:**

1. Learning is more effective if students are already engaged in the topic. It is more efficient if they are already using their prior knowledge, and sharing it with others on the class.
2. Presentation is essential – it is the way students get new information. It is useful to use a variety of presentation techniques, as some activities work for different students better than others.

### 3.3.3: Controlled to Free Practice

**A Possible answers:**

1. Answering comprehension questions; completing the gaps in a text with the missing words.
2. Writing an essay; writing interview questions.
3. Asking and answering questions practising a particular language point; asking yes/no questions about factual information.
4. asking open-ended questions to get information; asking opinion questions.

**B Possible answers:**

1. earlier
2. later
3. later
4. earlier
5. earlier
6. later

7. later

8. earlier

**C Answers:**

1. controlled
2. free
3. medium-control
4. controlled
5. controlled
6. free

**D Answers:** Controlled – free: C, D, F, A, E, B (C, D, A and F are controlled)

**E Example answers:**

1. **Controlled:** Students correctly label the pictures of the life cycle of the butterfly.  
**Free:** In groups, students create and perform a dance about the life cycle of the butterfly.
2. **Controlled:** Students match the advertisement with the psychological technique it is using to make you want to buy the product.  
**Free:** The class is given a product, and designs an advertising campaign to sell it.
3. **Controlled:** In groups, students are given three book review cut into sections and mixed up. Groups classify these into each review and put them in order.  
**Free:** Students write their own book review.
4. **Controlled:** Students answer true/false questions about climate change.  
**Free:** In groups, students list possible solutions to the effects of climate change, and rank them in order from easy to implement to difficult to implement.
5. **Controlled:** Students label the organs in a chart of the body.  
**Free:** In groups, students write quiz questions about the organs for other groups to answer.

**G Possible answer:** A lot of schools focus more on controlled practice activities as many teachers are not comfortable where there is no correct answer. Many traditional textbooks focus on controlled practice, as these are easy for teachers to mark. However, free practice activities are important for helping students to develop their skills. It is also important for students to be able to use their

own ideas, and make their learning relevant to their own situation and community. Free practice activities are more likely to focus on this.

### 3.3.4: Review and Homework

#### B Possible answers:

- The teacher reviews the formula for calculating percentages, e.g. fill in the missing words:  $v \times n = ?$
- She asks a student to come to the board and write an example.

#### E Answers:

1. application task
2. preparation task
3. research project

#### F Possible answers:

1. a – research  
b – preparation  
c – application
2. a – not relevant to students  
b – not related to the content of the lesson  
c – probably not achievable, unless students can easily meet outside class hours.

#### G Possible answers:

1. It is important, if students are doing a group task, that everyone takes part and that lazy students do not get away with the others doing all the work.

Students need to have access to the resources necessary for the task.

Students should not have so much homework they can't do other things (helping in the home, leisure activities)

2. "Calculate the percentage of female-headed households in your town."

#### H Example answers:

1. "Find a caterpillar or butterfly, and observe it. Write down its behaviour. Draw a picture of it."
2. "Count all the examples of advertising you see on your way home from class."
3. "Read a book (or part of a book) of your choice."
4. "Look around your home, and assess how

climate change might affect your home."

5. "Colour the labelled picture of the human body using different colours for each organ."

### 3.3.5: Writing a Lesson Plan

#### B Answer: 3.1.3 C

#### C Answers:

1. f
2. c
3. e
4. d
5. b
6. a

#### D Possible answers:

1. 45 mins
2. Students will be able to calculate percentages phrased as problems to solve.
3. 10 mins
4. Teacher provides the formula and demonstrates how to calculate percentages on the board
5. 5 mins
6. Circle the Numbers Bingo
7. 10 mins
8. worksheets
9. Move and Match
10. cards with pie chart, problem or percentage
11. Group Quiz Competition
12. Students calculate the percentages of TV programmes made locally, and imported TV programmes watched at their house.
13. Students might understand the formula but have difficulty expressing situations in percentage terms. Spend time explaining this if necessary, with extra exercises ready from the textbook if they need practice.

#### F Possible answers:

1. The most important thing about a lesson plan is that it suits the teacher who is going to teach that lesson.



2. A new teacher is likely to find a very detailed plan very useful, as it can help them to cope with their lack of experience. Experienced teachers may find that a just few notes of what they are going to do are sufficient, especially if they have taught the lesson many times before.
3. You could also include a section for comments, which would be completed after the lesson as part of a review of how it went.

## 3.4: Lesson Content

### 3.4.1: Activities: Stir and Settle

**A Possible Answers:** In this context “stir” refers to activities where students are more physically active and “settle” refers to quieter activities.

**B Possible Answers:**

1. **active – calm:** a, k, i, h, b, e, f, g, j, l, c, d
2. a – presentation  
b – controlled practice  
c – presentation  
d – presentation  
e – controlled practice  
f – introduction  
g – controlled practice  
h – free practice  
i – review  
j – presentation  
k – free practice  
l – free practice

**C Possible Answers:**

- i. 4
- ii. 3
- iii. 2
- iv. 1
- v. 1
- vi. 5
- vii. 2
- viii. 2
- ix. 3
- x. 4
- xi. 2

**D Example answer:**

1. **Stir** – Pick up rubbish from outside the classroom. Bring it in and discuss what can be done with each type of rubbish.

**Settle** – Design a waste management flowchart for the classroom.

2. **Stir** – In groups, students roleplay a scenario of bad service in a restaurant.

**Settle** – Individually, students write letters of complaint.

3. **Stir** – Practice slamming balls over a volleyball net.

**Settle** – Listen to a lecture on teamwork skills and positioning of players on a volleyball court.

**E Possible answers:**

- **Rubbish** – Students discuss the environment around their school and how they can improve it. They pick up rubbish from outside the classroom, bring it in and decide how each thing should be disposed of. They design a waste management flowchart for the classroom and allocate tasks for each student to make sure that it is followed. They review its effectiveness every week.
- **Letter** – Students brainstorm examples of poor service in restaurants. In groups they roleplay a scenario of bad service in a restaurant. They look at examples of language for complaining. Then they write their own letter of complaint and “send” it to the restaurant.
- **Volleyball** – Students practice slamming balls over a volleyball net. Then they listen to a lecture on teamwork skills and the positioning of players on a volleyball court. They go back to the volleyball court and practise the skills that they have been taught.

**F Possible answers:**

- Each activity contributes to the students achieving the learning objective.
- There should be a good balance of stir and settle activities (not too many, not changed too often, they should follow on from each other in a sensible order).
- Are the stir activities going to disturb another class?

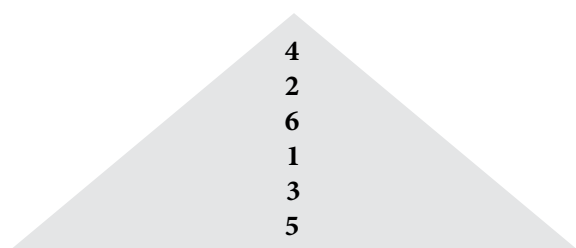
### 3.4.2: Lower and Higher Order Thinking Skills

#### A Possible Answers:

1. Students have to calculate how much rice they will need.
2. Students have to evaluate a type of house.
3. Students have to answer a comprehension question.
4. Students have to perform in a play.
5. Students have to recite the two times table.
6. Students have to compare different places to live.

**B Answers:** 1. b 2. f 3. a 4. e 5. c 6. d

#### C Answers:



#### D Answers:

1. remembering, understanding
2. creating
3. Students are expected to go from the most basic (remembering), through the other levels to the highest (creating).
4. The most common activities are at the bottom of the pyramid. Fewer activities happen at the top of the pyramid.

#### E Answers:

1. applying
2. analysing
3. creating
4. remembering
5. understanding
6. evaluating

#### F Possible answers:

1. a – 5 (understanding)  
b – 2 (analysing)  
c – 4 (remembering)

d – 1 (applying)  
e – 6 (evaluating)  
f – 3 (creating)

2. 1 – show how your community is affected by the issue  
2 – identify the causes of an event  
3 – make a display with information about the issue  
4 – write the main points in a notebook  
5 – do true/false questions about the text  
6 – decide whether the way you did the activity was the best way.

#### G Answers:

1. remembering
2. applying
3. understanding
4. analysing
5. evaluating
6. creating

#### H Example answers:

- **remembering** – What percentage of dry zone households face food insecurity?
- **understanding** – What effect to the Chin Hills have on the dry zone?
- **applying** – Does your community have similar issue to the dry zone?
- **analysing** – How does the rain shadow prevent rain from reaching the dry zone?
- **evaluating** – Of the solutions suggested, which would be easy to implement?
- **creating** – What improvements could you make to the soil so it could be more fertile with less water?

### 3.4.3: Resources

#### B Possible Answers:

##### English

1. children: primary or middle school
2. “Students will identify 20 English names for animals.”
3. Draw basic animal pictures. Cut them from magazines, print them from the internet.
4. Make cards with the word for the animal on them. Students match the picture and the word.

### Gender

1. adults or post-secondary
2. "Students will analyse how men and women are shown in the media."
3. shops, internet, around people's houses, libraries
4. Students search for pictures of men or women doing non-traditional roles.

### Maths

1. any level from middle school to university, or adult numeracy classes
2. "Students will calculate the probability of each total coming up when they throw two dice."
3. Students make them in class.
4. Students design another probably experiment using three, four or more dice.

#### C Possible Answers:

1. flowers
2. a language lesson (in students' first language)
3. continents
4. List the main sections of the constitution.
5. Identify the sounds these letters make.

#### D Example answer:

1. **a** – examples of different kinds of waste, e.g. a plastic bag, a can, a bottle, some old food, some industrial waste  
**b** – flashcards of these terms, dictionaries  
**c** – things you can use as currency, e.g. small coins, blocks, pieces of paper. Things you can use as goods, e.g. sweets, fruit, biscuits  
**d** – cardboard, rulers, scissors and tape, so students can make examples of these in class  
**e** – examples of synthetic fibres

### 3.4.4: Using a Coursebook

#### B Possible Answers:

1. exercises 1, 2 and 3
2. Some exercises from the book were left out, some activities were added, the text and comprehension questions were given for homework.
3. an action song as an introduction/warm-up; drilling of the vocabulary; a miming game

to practice the vocabulary; a roleplay of the story

4. exercises 4, 5 and 6 (as these are not related to the objective)

## 3.5: Evaluating your Lesson

### 3.5.1: Reflection and Feedback

#### B Possible Answers:

- Did the stages of the lesson follow on from each other in a logical order?
- Did the lesson have enough variety?
- Did I end the lesson in an organised way?
- Was there a good balance of teacher-led and student-centred activities?
- What went wrong? Why? If I was doing the lesson again what would I change?
- What went right? Why?

#### C Possible Answers:

2. Not a useful comment. This doesn't say why it went badly. It is important after you have recovered from a bad lesson to reflect on why things went wrong so that you can improve.
3. This is a useful comment. It has all three elements of good feedback – what went well, what didn't and what to do about it.
4. Not a useful comment. This may not be possible and the teacher needs to think about what s/he can do in the lesson to cater for these students' needs.
5. A useful comment. It identifies a problem and what to do about it.

#### E Answers:

1. d
2. e
3. a
4. b
5. c

#### F Possible answers:

1. constructive
2. constructive
3. Not constructive. This offers no advice about how to improve.

4. not constructive. It gives no indication about what made the lesson so good.

### 3.5.2: Reflection and Feedback

#### A Possible Answers:

- She should think more carefully about exactly what point she is going to teach and write a very specific objective.
- She should prepare for things that can go wrong, like the electricity going off, and have a back-up activity ready.
- She should make sure she has everything she needs or might need, such as the transcript for the audio.
- She should improve her timing of the lesson and stop an activity before the end of the lesson to give enough time to finish in an orderly way and explain homework, etc.

#### B Answers:

1. g
2. c
3. f
4. e
5. a
6. b
7. d

## Appendix 1: Lesson Plan Template

[illegible]



## Appendix 2: Observation Template

|                         |  |                 |
|-------------------------|--|-----------------|
| Teacher:                |  | Date:           |
| Lesson topic:           |  |                 |
|                         | <b>observation point</b>   | <b>comments</b> |
| <b>plan</b>             | The plan included information about the topic, skill or structure                  |                 |
|                         | objective(s) was specific, realistic and measurable                                |                 |
|                         | plan included information about lesson stages, activities, timing and materials    |                 |
| <b>lesson</b>           | stages of the lesson followed a logical order and included a variety of activities |                 |
|                         | activities were appropriate for the level and age of the students                  |                 |
|                         | activities were appropriate for achieving the objective(s)                         |                 |
|                         | teacher achieved the lesson objective(s)   |                 |
|                         | teacher was prepared with materials and resources needed                           |                 |
| <b>general comments</b> |  |                 |

## Appendix 3: ASEAN competencies

The ASEAN competency framework for Southeast Asian teachers was developed in order to harmonise, complement and benchmark the standards used in the various ASEAN countries. Teaching competency standards represent an agreed definition for quality teaching.

‘Having a quality teacher in every classroom is a goal all Ministries of Education aspire to attain. But we need to be more explicit about what teachers know and do, about what teachers need to know, and how well they need to perform in order to become more effective. The existence of teaching competency standards represents an agreed definition for quality teaching.’

[http://www.seameo-innotech.org/wp-content/uploads/2014/01/PolRes\\_TeachingCompetencyStandardsInSEA.pdf](http://www.seameo-innotech.org/wp-content/uploads/2014/01/PolRes_TeachingCompetencyStandardsInSEA.pdf)

### 3.1 Planning

ASEAN C3: *Prepare lesson plan based on syllabus and timeframe*

ASEAN C4: *Consider diversity of learners in preparing lesson plans*

### 3.2 Lesson objectives

ASEAN C2: *Formulate specific learning objectives incorporating knowledge, skills, attitudes and values, if applicable*

### 3.3 Lesson Structure

ASEAN D3: *Motivate active learning*

### 3.4. Lesson content

ASEAN B4: *Promote students’ participation and collaboration*

ASEAN B6: *Integrate HOTS into the lesson*

ASEAN C6: *Determine appropriate learning resources available for teaching and learning*

ASEAN E1: *Acquire knowledge and skills in the use of teaching and learning resources*

ASEAN E2: *Develop teaching and learning resources appropriate for the lesson*

ASEAN F1: *Equip oneself with HOTS concepts and strategies*

ASEAN F2: *Develop HOTS in learners*

ASEAN F3: *Develop creativity*

### 3.5 Evaluating your lesson

ASEAN C8: *Utilise results of learner assessment and teacher’s reflection in lesson plans*

## Credit where it's due:

Mote Oo Education would like to thank everyone involved in this project. Without you all, it would never have been possible. Below is a list of those who have worked on this project.

**Writing and Editing:** Katie Julian, Kaung Hla Zan, Rhona Davis, Shwe Htay Khant, Zoe Matthews

**Keywords Translation and Editing:** Kaung Hla Zan, May Htut Pan Moe

**Design and Layout:** Matthew Simpson

**Cover Concept and Design:** Matthew Simpson

**Cover Photos:** Mote Oo Education training team and the wonderful teachers and trainers who allowed us to take a record of their activities.

**Illustrations:** Kargyi

Finally, thanks to Claire Joines, creator of the “Billy” handwriting font on. It is difficult finding a good handwriting font to represent writing, and Claire granted us usage rights. Check out Claire’s other work at <http://www.clairejoines.com>.

## Picture Acknowledgements.

Where possible, Mote Oo Education has used Creative Commons or public domain images throughout this book, unless the images are the property of Mote Oo Education.

We have attempted to attribute copyright to copyright holders by providing a full URL. However, this list may be incomplete as this book has been compiled over several years from many resources. If an image in this book has been incorrectly attributed, or has been mistakenly used, please contact the publisher and we will correctly attribute or remove from future editions. The views of the copyright holders do not necessarily reflect the views of Mote Oo Education.

The following copyrighted photographs have been used in the publication of this book.

| Page | Author(s)                      | Title/Description                                  | Source  | License Type    |
|------|--------------------------------|--|---|-----------------|
| 26   | King-of-Herrings               | Old Philips TV                                     | <a href="https://www.flickr.com/photos/potrzenie/6088059547">https://www.flickr.com/photos/potrzenie/6088059547</a>   | CC BY-NC-ND 2.0 |
| 57   | Unknown                        | Unknown  | Unknown   | Unknown         |
| 62   | Wellcome Images                | A woman-serpent bends around the Tree of Knowledge | <a href="https://commons.wikimedia.org/wiki/File:A_woman-serpent_bends_around_the_Tree_of_Knowledge_as_Adam_a_Wellcome_V0034191.jpg">https://commons.wikimedia.org/wiki/File:A_woman-serpent_bends_around_the_Tree_of_Knowledge_as_Adam_a_Wellcome_V0034191.jpg</a> | CC BY 4.0       |
| 62   | University of Illinois Library | Textbooks in the Curriculum Collection             | <a href="https://www.flickr.com/photos/illinoislibrary/14468341287">https://www.flickr.com/photos/illinoislibrary/14468341287</a>   | CC BY 2.0       |
| 65   | jourixia                       | Reflection   | <a href="http://jourixia.deviantart.com/art/Reflection-332109223">http://jourixia.deviantart.com/art/Reflection-332109223</a>   | Unknown         |