

TEACHING OTHER SUBJECTS IN ENGLISH STUDY GUIDE



UNIT 1:

INTRODUCTION

UNIT OVERVIEW

In this unit, you'll find out what teaching other subjects means by learning a little bit about its history and considering its advantages and disadvantages.

WHAT IS CONTENT TEACHING?

It's a good idea to read the first part of the unit to the end of [1.2](#). You'll be asked to assess your feelings about teaching content and then absorb the information about the different names for CLIL and what they involve. This section gives you an insight into the different forms of content teaching, so, in order to avoid confusion, try to see what they have in common and apply it to an everyday context.

THE HISTORY OF CONTENT TEACHING.

[Unit 1.3](#) will give you some knowledge on its history, both historically and in our lives. You should read and think about content teaching in your learning experience.

ITS ADVANTAGES AND DISADVANTAGES

This final section contains the most valuable information for you to apply in your lesson planning, rationale, and classroom practice, so work through this part of the unit carefully and make notes for future reference. You may be familiar with some of these advantages and disadvantages, but it is important to develop your understanding of their detail. It's worth noting down the key advantages and disadvantages now so that you have them ready for your assignment. You can even start to think about possible problems and solutions to them.

Advantages

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-
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-
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Disadvantages

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UNIT 1 TASK:

Reflect on what you know about content learning and make some notes. Think about your own learning experiences: Have you experienced content learning directly? How did you feel? Was it easy or difficult? Make some notes. These will be useful when you write your lesson rationale. If you can think from the perspective of the learner, it will make your lesson more learner centric.

TOP TIP: It is important to be aware of exactly what content teaching is. Make sure you read about the history carefully to fully understand where it all came from.

Simple / Indefinite

Present	I play
Past	I played
Future	I will play

UNIT 2:

CONCEPTS

UNIT OVERVIEW

In this unit, you'll discover which teaching theories are relevant in Content Teaching. You will also learn about the 4 Cs and find out what the 3 As are and how they can be useful in lesson planning in [Unit 2.5](#) and [2.6](#). Finally, you will reflect on the usage of critical thinking skills in the classroom and how they can assist learning in [Unit 2.7](#).

CONTENT TEACHING AND SLA

You have already learnt about some of these teaching theories from your initial TEFL course; however, the focus here is on which theories are applicable to content teaching and why. Understanding which, and why is important to developing your understanding and will guide you in your classroom. It is important to read [Units 2.2 - 2.4](#) in depth and pay attention to the words in bold - these are the most important elements in content teaching. Finally, you should consider how these elements are relevant in the content classroom. This is a useful and valuable aid for when you plan classes.

TOP TIP: Complete the quiz at the end of [2.4](#) to consolidate your understanding. Summarising information is a good study aid to check your understanding.

THE FOUR CS.

[Unit 2.5](#) is essential and an invaluable guide for the framework and initial page of your lesson plan assignment. We recommended that you read the information in detail and pay special attention to the make-up of each C by looking at the visual and making notes. Check your knowledge - Can you identify which C these factors relate to?

- Subject matter
- LOTS
- Community
- Language knowledge
- Inter-cultural awareness
- HOTS

TOP TIP: Using the Four Cs effectively creates the right balance in a content lesson. Use the framework as a completion task when planning to check you have included ALL 4.



THE THREE AS

In [Unit 2.6](#) you are introduced to a quick planning tool for communication in your lesson plans. The Three As can help to focus on what your learners need in terms of language as you begin to give content lessons. Combine that with communication as a helpful way of maximising learning for your students when you are planning. Let's look at the 3As for a moment and complete these two mini-tasks.

UNIT 2 TASK 1.

Look at the Three As and match them to their function: You can print this page off and draw line between the boxes if you like.

Language OF	Language needed to operate in the lesson
Language FOR	Language needed to engage and communicate in the lesson
Language THROUGH	Essential language associated with the content of the lesson

UNIT 2 TASK 2.

Imagine now you are going to teach a lesson about the weather to a group of primary learners. Look below and divide between OF, FOR and THROUGH. There's a blank box for you to write the answer.

	Watch the video carefully	It's sunny. It's raining. It's cloudy. It's snowing.
	What's the weather like?	There are some clouds. There is snow.
	I think it's different.	Yes. I can't see the sun.

You'll find the answers in the **Study Guide Key** for you to check when you've completed these tasks.

TOP TIP: When lesson planning for your assignment, use the 3As in communication to get it right for your learners. Think language of, for and through when you write your lesson aims.

CRITICAL THINKING SKILLS

Apart from learning about the different stages and verbs related to thinking skills, also focus on their usage in content lesson planning. You should read the information in [Unit 2.7](#) carefully and complete the task to practise what you expect your learners to be doing.

TOP TIP: A lesson plan which thinks about what the learners will be doing is more learner centred.

UNIT 2 TASK 3:

Let's practise identifying the 4Cs, detailing the 3As, and learner thinking skills. Imagine you're taking a class and the topic is Science, to introduce animal habitats in lower primary. What are the 4Cs? Can you identify the 3As? Think about the language of, for and through. Identify at least 3 thinking skills the learners would use.

You'll find our answers in the **Study Guide Key** for you to reference when you've completed the task.

TOP UNIT TIP: Why not use another photo from the Internet to increase your usage of thinking skills in the lesson or activity planning? It is important to get this right for your assignment.

UNIT 3:

TEACHING TECHNIQUES

UNIT OVERVIEW

In this unit, you will discover the different types of lessons when you are teaching other subjects in English. In addition, you will learn about the structure and pace of a content lesson. Finally, you will be introduced to activities for classroom use and how to balance these with scaffolding.

IDENTIFY YOUR CONTENT LESSON TYPE

Like the different names you saw in Unit 1, there are now different variants of content teaching. Read [Unit 3.2](#) to understand these different forms. This information will help you to identify your role in your school or education system and how to focus your content lessons.

THE STRUCTURE OF A LESSON

[Unit 3.3](#) is an invaluable part of your lesson plan assignment. This structure is important to follow and integrate effectively in your lesson.

Read the information in detail and answer these questions below:

UNIT 3 TASK

1. What does AITO stand for?
2. What form can the output take?
3. When do you need to include scaffolding?

You'll find the answers in the **Study Guide Key** for you to check when you've completed the task.

TOP TIP: Take a photo or screen save the visuals for your assignment.



LANGUAGE IN CONTENT LEARNING

It is useful to read and understand the difference between BICS and CALP in [Unit 3.4](#). If your teaching experience is in EFL, you are probably more familiar with BICS. However, in content teaching, CALP is necessary to pass subjects and your understanding of this is important. Read this section carefully to gain a deeper understanding of both BICS and CALP.

TOP TIP: There is no need for you to say BICS and CALP in class, but an awareness of the difference is useful when lesson planning.

INPUT AND HOW TO ASSESS IT

[Unit 3.5](#) is a useful section giving you information on how to assess the level of input to use in class. Take some time to read the information and study the examples and questions.

TOP TIP: Use these questions as a guide when assessing input/materials for your lesson plan assignment. Make sure your input is academically **challenging** but **not too difficult linguistically**.

BALANCING YOUR LESSON

Getting the balance right in a lesson between the level of activities and progression is essential for learners to learn with the right level of support. Study [Unit 3.6](#) by reading the information in detail and studying the lesson visually. Then take your time to complete the task in your course. How did you do with the waterfall lesson?

TOP TIP: Use these quadrants before you write your lesson plan. First think about your lesson and then visually plan it on the quadrant before writing it down or typing it up. This can help you see it and double check your learners are progressing both academically and cognitively. It is a useful study technique for all content teachers.

SCAFFOLDING AND HOW TO USE IT IN CONTENT TEACHING

[Unit 3.7](#) gives you some background information on the importance of scaffolding, its different types with activities, and how they are used in the content classroom. Make sure you read this carefully to understand their differences and refer to the information sheets of activities provided when planning your lesson.

UNIT 3 TASK 2:

Write yourself an action plan on what is essential when planning a content lesson. Use these headings as a guide:

- Structure:
- Input:
- Lesson Progression:
- Scaffolding and types of activities:

TOP UNIT TIP: Use the quadrant and information sheets as a checklist when planning your lesson. Which activities have you chosen? Do they provide enough scaffolding for your learners? Are they cognitively challenging?

UNIT 4:

PLANNING PRIMARY LESSONS

UNIT OVERVIEW

In this unit you will focus on planning primary lessons by looking at the typical lesson stages. In addition, you'll learn about how to combine content with language and scaffolding effectively. Finally, you will be introduced to some different activities following the AITO staging of a CLIL lesson.

MINI-TASK: Before you begin this unit, you need to do a mini-task. Using the table, complete the first two columns with a list of what you know and need answering in this unit. Leave the third column blank as you'll need it at the end of the unit.

What I know about
teaching young
learners

What I want to know
about teaching
content in primary

What I learnt about
teaching content
in primary

Now you can begin the unit.

WHAT IS IMPORTANT IN A PRIMARY CLASSROOM

You may already have experience of teaching children or completed a young learners teaching course. It's important to read [Unit 4.2](#) in detail and apply these typical primary learner characteristics to content teaching. Work through the section carefully and make notes to deepen your knowledge.

TOP TIP: Watch the video at the end of this page a couple of times. Each time, focus on a different characteristic to identify it and see how the teacher uses it. Class videos are a valuable resource because they allow you to see a real class. It is useful to see content learning in action so that you understand how you can apply it in your classroom.



THE IMPORTANCE OF LANGUAGE ON A PRIMARY COURSE

[Unit 4.3](#) may seem long, but it will give you an essential understanding of content teaching in primary alongside valuable materials and ideas to use in class.

- **Identifying language:** First focus on [4.3.1](#) and complete the tasks. These will help you develop your skills in writing learning outcomes and identifying language needed by your learners. This section will be useful for your assignment, so make as many notes as you can.
- **Thinking skills and activities:** Next, work through section [4.3.2](#) and [4.3.3](#). These focus on the practical connection between content and thinking skills by demonstrating activities. Take your time to read carefully and pay attention to the task examples
 - being familiar with these will help you decide which task types are best in your lesson plan assignment.

TOP TIP: Save the resource files in a safe place; then when you have a free moment, read through and highlight activities that you would like to use.

- **Supporting learning:** Finally, read [Unit 4.3.4](#). This focuses on the use of scaffolding and how it can help learners progress. There is no theory, just a ton of practical ideas to help you in class. Read carefully, make notes, and imagine using the activities in class - by imagining them, you will be able to see how they work. Finally, watch the videos to see these activities in action.

TOP TIP: Watch the videos again to help develop your understanding of content teaching in action.

TOP SECTION TIP: All the information in this section will provide you with a bank of activities and the reasons why they work in content teaching for your assignment. Don't just copy and paste from the screen, take your time to read in depth and evaluate why these activities are good choices.



PRIMARY CONTENT LESSONS

It is useful to read [Unit 4.4](#) in detail to understand that content teaching can have many different forms. Understanding that it may not be a single lesson will help to decide the format and structure of your lesson in the final assignment. If your lesson is part of a series, you will need to be able to justify this in your lesson rationale.

SERIES

- Is this lesson a series?
- What do they already know related to the content? What will they need to know in this lesson?
- Do I need to include a stage to revise from the previous lesson? Considering their level and language knowledge- will it be a LOTS or HOTS activity? Can I include that knowledge with this new content for this lesson?
- What are my stages and why? What activities can I choose? Which ones should I discount and why?

SINGLE

- What should they be able to do by the end of the lesson?
- What do they need to know in relation to content?
- What language can help them achieve those learning outcomes?
- Which stages need more support? How can I do this?
- Am I using LOTS/HOTS activities related to the learning outcomes?

ACTIVITY IDEAS

[Unit 4.5](#) gives you activity ideas based on the common lesson structure: AITO. Apart from explaining the activity, it gives you information on why it works in content teaching. Read in detail, make notes, and ensure you complete all the tasks. These tasks consolidate your understanding of both the activity and the reasons why. Use these questions to evaluate activities as you read about them.

- How can I set this activity up?
- What will my learners be doing? Will they be engaged?
- Is it cognitively challenging for them?
- Is this activity A, I, T, or O? How does this activity fit into my lesson? Does it work with the activities before and after?
- How does it help their learning progress?

These questions can also be helpful when looking at activities for your lesson plan assignment. Take a moment to read again and focus on section [5.3](#). Part of CLIL is giving learners an opportunity to self-evaluate their knowledge. What do you think of these ideas? Can you use them easily in class?

TOP TIP: Don't forget to save the links in [Unit 6](#). These webpages could be helpful for materials for your assignment and future classes.

UNIT 4 TASK:

Let's return to your mini task at the beginning of this unit. First look at the second column, read through what you "Wanted to know" and tick what has been answered. You may wish to add some notes alongside. Now focus on the third column titled "What I learnt". Now take your time and write some notes to answer this.

Well done you have just completed a KWL chart.

TOP UNIT TIP: This unit is long and contains a lot of material. All the material is useful for your classroom and teaching. It may be a good idea to create a mind map similar to the one in [Unit 4.3](#). You could divide it between Activating, Input, Task, Output and Evaluation. There may be some activities you may not use immediately but by reading and evaluating them, you will remember them for future use.

UNIT 5:

PRIMARY EXAMPLE LESSON 1

UNIT OVERVIEW

In this unit, you watch a primary demo lesson and complete observation tasks. Finally, you will review the materials and lesson plan for the lesson.

VIEWING 1

You should watch the lesson video and complete the tasks in [Unit 5.2](#). There is no problem in watching the video a couple of times or pausing to make notes. You may want to refer back to your notes from [Units 3](#) and [4](#) to focus on the tasks:

- Identifying the learning outcomes
- Lessons Stages
- Purpose of each stage

TOP TIP: This viewing can really help with your lesson plan assignment. By viewing a complete lesson, you can see how each stage connects to each other to achieve those learning outcomes.

VIEWING 2

The viewing in [Unit 5.3](#) doesn't focus so much on the content of the lesson but the teacher's choices so you can learn and understand why. In essence, this is a visual example of the rationale in action. Watch this video as practice in completing your rationale in the assignment.

TOP TIP: Before completing viewing 2, predict your answers to the questions. Now watch and see which ones you have got right.



MATERIALS AND LESSON PLAN

It is important to develop your knowledge by reviewing both the lesson plan and its materials in [Unit 5.4](#). You should download these documents and read them in detail. Review them using these questions as a guide:

UNIT 5 TASK 1

- What is similar to the learning outcomes and Bloom?
- Why are the learning outcomes in that order?
- Look at Communication: Which words are essential to achieve their learning outcomes?
- Which structures can help them communicate those content words?
- Which structures help develop their fluency?
- How is scaffolding used in the materials and why?

TOP TIP: You will be expected to complete something similar for your assignment. Make notes on its organisation, timing, interactions and narrative for each stage.

UNIT 5 TASK 2:

It's a good idea to learn from video lessons. Take out your notes of activity ideas from [Unit 4](#). Watch the video again and make a list or tick the activities that are used in the lesson. Are the activities how you imagined? Are there any new activities you want to try in class now?

You'll find our answers in the **Study Guide Key** for your reference when you've completed these tasks.



UNIT 6:

PRIMARY EXAMPLE LESSON 2

UNIT OVERVIEW

[Unit 6](#) is similar to the previous unit but the focus is on a higher primary lesson. Again, you will watch a demo lesson and complete observation tasks, concluding with a review of the materials and lesson plan.

VIEWING 1

In [Unit 6.2](#) you should aim to watch the video a couple of times to complete the tasks. Again, it is recommended to refer back to your notes from units 3 and 4 to focus on the tasks:

- Identifying the learning outcomes
- Lessons Stages
- Purpose of each stage

TOP TIP: View the video to see how the learners are supported and think about the reasons for each stage and how they help the learners. This can help you clarify your choices for your assignment.

VIEWING 2

In [Unit 6.3](#) you'll view the video again with the focus on the teacher's choices during the lesson. You should watch and make notes before hitting reveal. Understanding why the teacher does these things can help you when writing the possible difficulties and solutions with your lesson plan.



MATERIALS AND LESSON PLAN

In [Unit 6.4](#) take some time to read the lesson plan and materials in detail. You may wish to print out the lesson plan then watch the video again as you make notes. As extra practice for your assignment, read the cover page and answer these questions:

UNIT 6 TASK 1

Which Bloom verbs are used in learner outcome and aims in the 4Cs?

You'll find the answers in the **Study Guide Key** for you to check when you've completed the task.

TOP TIP: Again, read through the materials and lesson plan. Familiarise yourself with the narrative so you are able to do the same in your assignment.

UNIT 6 TASK 2:

It's a good idea to learn from video lessons. Watch the video again and focus on the teacher's choice of activities and how they are set up. Make notes using the table below:

Stage	How does it help the learners	How does it progress their learning

You'll find the answers in the **Study Guide Key** for you to check when you've completed the task.



UNIT 7:

PLANNING SECONDARY LESSONS

UNIT OVERVIEW

In this [unit](#), you'll focus on planning a secondary lessons by first looking at the learner profile. Then, you will learn about how to manage their language. Finally, you will be introduced to some different activities following the AITO staging of a CLIL lesson.

WHAT IS IMPORTANT TO A SECONDARY LEARNER

[Unit 7.2](#) covers the needs of a secondary student. You may have some experience of teaching secondary and be tempted to skip this section - don't! Read about their typical characteristics, apply them to content teaching and watch the video to see them in action.

TOP TIP: Watching the video may give you some extra ideas e.g. classroom management when setting up activities and making it learner centred.

WHAT IS IMPORTANT WITH ACADEMIC LANGUAGE

[Unit 7.4](#) focuses on academic language (content language is looked at later). In this section, academic language is looked at from a classroom perspective (refer to [Unit 3](#) for theory). It is invaluable to read in detail and understand the importance in identifying the academic language required by your secondary learners. Make notes of the hints on how to manage your learners' use of academic language.

TOP TIP: Also save the language examples - they can be useful in class to create language stem worksheets or flipbooks.

INTRODUCING THE TOPIC

In [Unit 7.5](#) pay special attention to the dual purpose of this stage in secondary lessons. It's important to cater for this in your assignment. Also make notes on the different ideas to introduce the topic in class. Which activities do you know? Which do you like?



CONTENT SPECIFIC LANGUAGE

In [Unit 7.6](#) rather than looking at what content language is, (the theory has been covered in [Unit 3](#)); this section gives you some excellent ideas for use in class. Take your time to read this section carefully, make notes on the different ways the ideas can be used and watch the videos a couple of times. Read and answer these questions to consolidate your knowledge:

UNIT 7 TASK 1:

1. Which activities can help identify content language to teach effectively?
2. What techniques can you use to help learners understand a text?

You'll find our answers in the **Study Guide Key** for you to check when you've completed the task.

TOP TIP: Don't forget to save the links. These webpages could be helpful for materials for your assignment and future classes.

UNIT 7 TASK 2:

Answer these questions:

1. Why are webquests useful?
2. What are the 5 important factors to consider in output?
3. Which material can you reuse in evaluation?

You'll find the answers in the **Study Guide Key** for you to check when you've completed the task.

TOP TIP: Don't forget to save the links. Resources can help wherever you are teaching.

UNIT 7 TASK 3:

For this task you need to focus on [Unit 7.8](#), which is all about resources. Don't just click and save - you should click, read and evaluate. Create different folders on your laptop, then save your new resources in an organised manner.

TOP UNIT TIP: There may be some activities you may not use immediately but by reading and evaluating them, you will remember them for future use.



UNIT 8:

SECONDARY LESSON EXAMPLE 1

UNIT OVERVIEW

In this unit you watch a series of secondary demo lessons and complete observation tasks. Finally, you will evaluate the lessons focusing on different aspects.

CLASS 1 GEOGRAPHY

In [Unit 8.2](#) you should watch the lesson video and complete the tasks. The pre-task is helpful to identify key words used in each stage of the lesson. You may be able to use phrases like this in your assignment as titles for the different stages.

TOP TIP: Take your time with the second viewing and its task. It's OK to watch more than once.

CLASS 2 PHYSICS

You should watch the lesson video in [Unit 8.3](#) and complete the tasks. You should complete the first task on the [page](#) with as much detail as possible. It's a good idea to pause the video to make detailed notes. This task can help you to write your stage explanations for your assignment.

TOP TIP: Review by comparing your detail to the answers for Task 1. Make notes of key phrases or style to reuse in your assignment.



CLASS 3 SOCIAL SCIENCE

[Unit 8.4](#) is useful to watch and analyse the different approaches in staging taken by the teacher between a writing and language lesson. It is important to make notes and reflect on the choices made by the teacher.

CLASS 4 HISTORY

This video summary in [Unit 8.5](#) has a short task which gives you an opportunity to review your ability to decide on lesson aims and the how and why of an activity. Take your time as you watch and complete the task.

UNIT 8 TASK:

It's useful and important for your teacher development to use your knowledge from video lessons to create a checklist for your future use in class. Here you should focus on the questions and answers related to viewing 2 or something you observed in general. Complete the table with what you think is useful for your teacher development. An example has been given.

How students are helped in their learning	How did the teacher achieve this
Working together with peer teaching and exchanging ideas.	Management of groups or pairs. Creating a learner centred class with tasks and materials.



UNIT 9:

SECONDARY LESSON EXAMPLE 2

UNIT OVERVIEW

In this [unit](#), you look and review a secondary lesson plan with materials and consider the reasons for the choice of materials and/or activities. This unit will help guide, provide some ideas, and hone your skills for your assignment.

LEARNING OUTCOMES

You have studied learning outcomes and how to plan a lesson. [Unit 9.2](#) gives you an opportunity to apply your knowledge in practice. Take your time, read the material carefully and plan out the lesson. Use these headings and questions below to guide you:

What can my learners do by the end of the lesson?

Think about the stages AITO and where to use the materials.

What form should the task and output take?

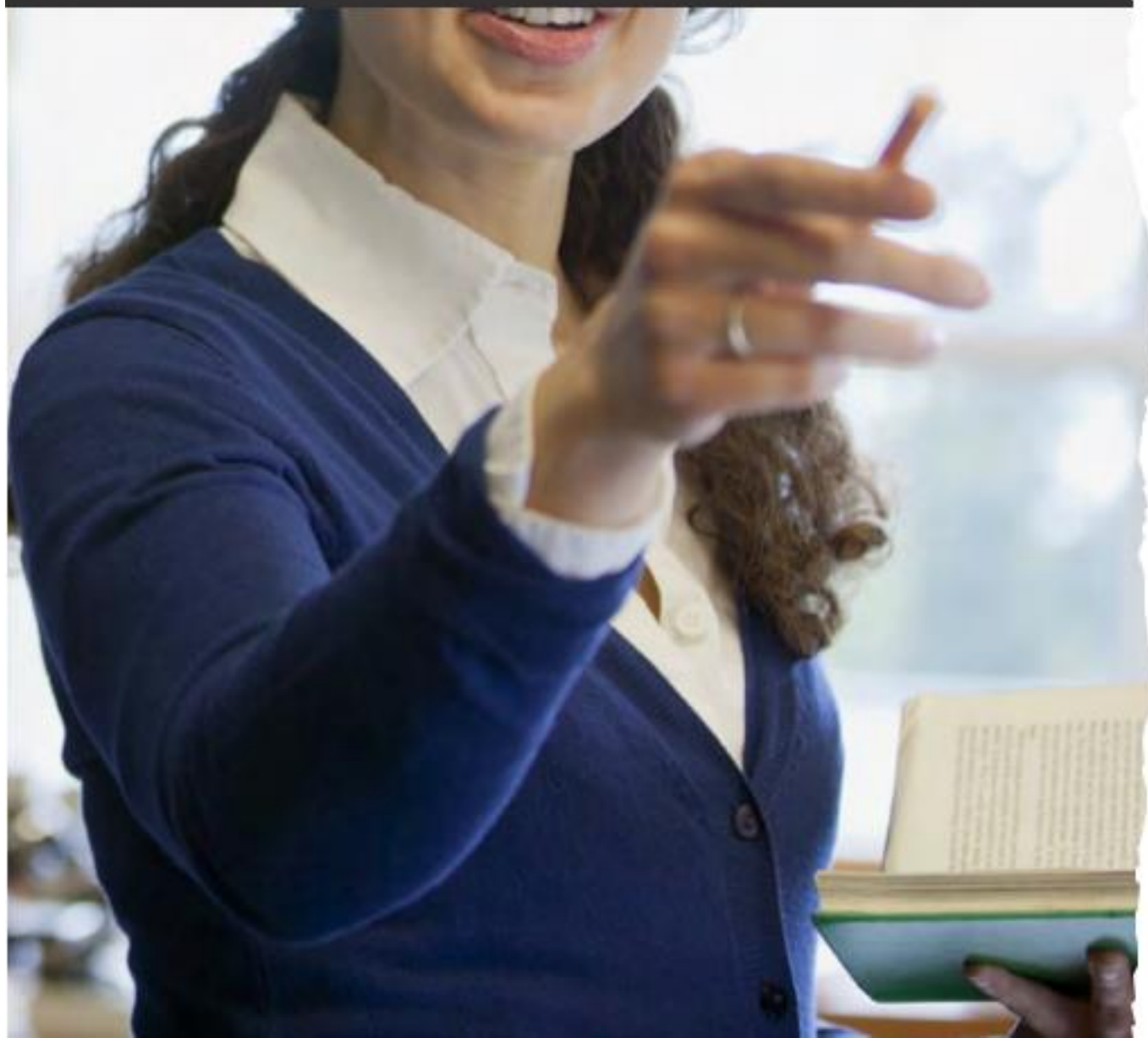
How can I make evaluation learner centred?

TOP TIP: Don't rush this section. It is giving you invaluable practice for your assignment.

THE LESSON

Read through each unit carefully and consider each idea from [Unit 9.2](#) to [9.7](#). As you read you should compare to your lesson plan idea and complete the tasks. Also make notes of the alternative ideas and suggestions to possibly use in other classes.

TOP UNIT TIP: Some of your lesson plan and activities may be different. Don't panic - it doesn't mean yours are wrong; each teacher approaches each lesson differently. What is key is being able to justify your choices in your lesson rationale.



UNIT 9 TASK:

Choice 1 Return to the beginning of the unit and read through [Units 9.2 to 9.7](#) again. As you read, make notes, and add activities or suggestions which are new to you to your resource files.

Choice 2 Take some time to review and reflect on your lesson plan. Use these questions to guide you in this process?

- Would my learners achieve their learning outcomes?
- Have I followed the stages AITO effectively?
- Which activities would I change for others suggested in the unit? How do these improve learning for my students?
- Is there a good evaluation activity in the lesson?
- Is the lesson sufficiently learner centred? How can I improve this focus?



UNIT 10:

CHALLENGES, SOLUTIONS
AND REFLECTIONS

UNIT OVERVIEW

In [Unit 10](#), you look and review what you have learnt on the course. In addition, you will consider possible classroom problems and solutions.

WHAT IS IMPORTANT IN A CONTENT LESSON

[Unit 10.2](#) is short, but the information is a useful guide and reminder to keep you on track in your assignment. Familiarise yourself with RRITS, then use it as a checklist for your assignment.

CHALLENGES AND SOLUTIONS

[Unit 10.4](#) is a practical look at some common problems with differing solutions. You should read carefully and make notes. This is something which you will need to consider in your assignment.

WHAT DO GOOD CONTENT TEACHERS DO

[Unit 10.5](#) has a helpful checklist of what a content teacher does. You should read and then use it to evaluate and reflect yourself when in class.

REFLECTIONS

You may be tempted to skip [Unit 10.6](#) and think you know everything now. However, consider the course like a content lesson - there is a need for reflection and evaluation. Read through the statement and return to your own by completing the tasks.

TOP UNIT TIP: This unit has practical advice which can be useful in both your assignment and future teaching. Be sure to make notes or save documents in an organised manner.

UNIT 10 TASK:

Before you move on to your assignment, complete a short evaluation of your knowledge of content teaching. Complete some can-do statements using Bloom's verbs and write your answers. There is an example for you.

I can identify the 4Cs of a CLIL lesson.

They are Content, Communication, Culture and Cognition

CRITERIA FOR TEACHING OTHER SUBJECTS ASSIGNMENT

1. What do I have to do?

For the [assignment](#), you will need to plan a 60-minute lesson focusing on content. There is a choice of lesson profiles and materials for you to choose from. Your assignment will need to include the lesson plan, your rationale and materials, either those given or your own.

Read through the class profiles and materials carefully before making your lesson choice. The sections below will remind you which parts of the course to look back on to refresh your memory so that you will be well equipped to plan and write your assignment.

2. What do I need to review?

Before you begin, look back at the following units:

- [Unit 2](#) – This will help you with the first page of a lesson plan – the learning outcomes, aims for the 4 Cs, the 3As of communication and the use of Blooms thinking skills.
- [Units 5, 6](#) and [9](#) - These units can also help with the first page. You can review those written by a teacher to ensure you have covered all the bases.
- [Unit 4](#) and [7](#) – These will help you to structure the lesson, look at language and decide on your different activities as well as writing a rationale
- [Unit 10](#) - This will help you to finalise your rationale by considering some common challenges and offer solutions.
- Also, make sure that you read carefully through the [Criteria](#) for this Assignment and ensure you have met them all.

ASSIGNMENT CRITERIA

Write clear learning outcomes for the lesson plan, which show a clear connection between content and language.

- What do you want your learners to be able to do by the end of the lesson? The key here is ensuring you focus on a clear connection between content and language. This means your learning outcomes focus on both the new language and your learners' cognitive development.

Write clear aims for content saying what learners will be able to do.

- What is the subject/theme of your lesson? Here, you need to write specific aims relating to the subject/theme you're teaching and how the learners will progress in their knowledge, skills, and understanding.

Write clear aims for communication by identifying language of, for, and through. This is where you need to show how the learners will use the target language to communicate their thoughts, attitudes, and discoveries related to the lesson content.

Here, your tutor is looking for you to show the following:

- (OF) Language of learning:** The focus here is on the content. Which key words, phrases, or grammatical structures will you need to teach?

(FOR) Language for learning: Once you've decided on the content to teach, what language do you need to add to that? You'll need to assess what your learners already know, in order to learn what is new, plus think about scaffolding activities or language.

(THROUGH) Language through the learning context: If learners are to engage in meaningful interactions with each other, what do they need for the language to emerge? This is where thinking skills are incorporated into the lesson plan, and learners have the opportunity to communicate their thoughts, attitudes, and discoveries; for example, a lesson on cause and effect could involve "The cause is..." "The effects are..." etc.

Write clear aims for cognition saying what Bloom stages learners will be using. Think back to Bloom's Taxonomy in [Unit 2](#). We recommend reviewing this, as you'll need to write about which stages your learners will be using. Here, you should write a minimum of 3 aims showing what the learners will use: to engage with and understand the content, to solve problems, and to reflect on their learning.

- Why is this lesson important for your learners as citizens of the world? Here, you need to write about how it helps them to understand themselves, their culture, and other cultures. The ultimate goal is to promote international awareness and understanding.

Summarize the cultural aspect of the lesson and how it is relevant to the learners' lives.

- How can you provide an opportunity for your learners to reflect and evaluate what they have learnt at the end? Make sure your activity is short, reflective, and interactive.

Include an appropriate process of evaluation in the lesson for the learners and teacher.

- How can you provide an opportunity for your learners to reflect and evaluate what they have learnt at the end? Make sure your activity is short, reflective, and interactive.

Stage the lesson which will guide learners towards achieving the outcomes. Does it include a variety of tasks? Do these tasks progress cognitively? Are they learner led?

- Make sure your activities are varied, learner led, and work towards achieving the outcomes. In your lesson, you need to ensure your learners are progressing both in their knowledge and cognitively. Refer back to [Unit 3](#) for examples on how to do this.

Create, adapt, and / or source materials which will help achieve the learning outcomes.

- Don't forget to include ALL the resources you mention in your lesson! Be clear where you found them – even the images (e.g. Google images) – in your bibliography. Make sure these are relevant to your lesson and will help to achieve the learning outcomes.

Write a clear lesson procedure using titles for each stage and short explanations of the process.

- What would you need to know if you were in the position of having to teach a colleague's class? How detailed would it need to be for you to feel comfortable? Include that.

Give appropriate timings for the stages.

- How long will each activity take? Does it all add up to 1 hour?

Provide a rationale for the structure of the lesson as well as explain the choice of staging and how the activities will help to achieve the learning outcomes.

- This is where you need to explain your thinking around each choice. The more specific and thorough you can be here, the better.

Explain which other activities you considered including but didn't choose to use (rationale).

- This is the space for you to write about some of those ideas that you considered but decided not to include – and your reasons why.

Anticipate difficulties both in relation to the learners and their L1/age/level and to the content (rationale).

- What could be problematic for your learners in this lesson? Make sure you include difficulties relating to the content as well as the learners' first language, age, or level.

Provide relevant solutions to the anticipated difficulties by highlighting support/scaffolding offered in the lesson (rationale).

- How will you deal with the challenges that may arise? How will your design or delivery solve or reduce these difficulties? Explain that clearly.

- Provide a bibliography where necessary.**

HELPFUL HINTS FOR COURSE ASSIGNMENT CONT.

3. Where do I write the Assignment?

Read section [3](#) and [4](#) carefully. It is very important that you use the templates provided. Also please ensure you provides copies of all your materials.

Good luck!

STUDY GUIDE KEY



UNIT 2 TASK 1.

OF	Essential language associated with the content of the lesson.	What do my learners need to be able to use by the end of the lesson?
FOR	Language needed to operate in the lesson.	What other words or structures do they know and can use with the OF/content words? Do they need to learn or have scaffolded any other language?
THROUGH	Language needed to engage and communicate in the lesson.	What functional language do they need to do their tasks?

UNIT 2 TASK 2.

OF	What's the weather like?	It's sunny. It's raining. It's cloudy. It's snowing.
FOR	Watch the video carefully	There are some clouds. There is snow.
THROUGH	I think it's different	Yes. I can't see the sun.

UNIT 2 TASK 3.

Content: **Recognise** different habitats where some animals live

Communication: **Identify** about the different animals and their habitats.

Cognition: **Match, classify and identify** habitats

Culture: **Develop** knowledge themselves with different animals and their habitats and perhaps recognise what is common in their country.

Language of: farm, forest, house, savannah

Language for: This is a... It's.... Different animal names

Language through: It lives/doesn't live in..... That's right/ That's wrong.

UNIT 3 TASK

1. Activate, Input, Task and Output.
2. It can be written or spoken.
3. Scaffolding is essential in input, task and output because it supports the learners (more detail is given later in Unit 3).

UNIT 5 TASK 1

- They use Bloom's verbs.
- In the order of the lesson plan.
- Essential and necessary to know- portrait, landscape, still life, genre (these are ALWAYS the language OF).
- To help them communicate and develop their content understanding is ALWAYS the language FOR- It's... Is it a... These are either words or structures directly linked to the topic, but not essential to complete the learning outcome.
- To develop their fluency is the language THROUGH – these are structures/words they may already know and use to communicate better.
- Examples are sentence stems in handout and output/podcast, visuals in presentation material. They offer support, guide and motivate the learners.

UNIT 5 TASK 2

Answers: Classroom language, skinny and fat questions, using multimedia, playing word games with content words, language frames in the form of sentence stems, I can see..., guess the word (similar to banana game), games to classify and evaluate, making their world part of the lesson.

UNIT 6 TASK 1

Answers:

- Identify, understand, summarise, evaluate, recognise

UNIT 6 TASK 2.

Stage	How does it help the learners	How does it progress their learning
Intro: Pollution Game	Recapping, fun and helps them remember	
Activating: Picture questions	Helps them remember and apply thinking skills	Possible peer teaching taking place
Input	Guided approach to understanding text and identifying cause and effect Support as a class	Together finding the answers and adding to their knowledge
Task: Read and complete. Share and Game	Support in pairs, Learner centred, colours to guide understanding and scaffolded text	Finding answers themselves. Monitoring isn't intrusive.
Output: Message	Model provided to give them a guide	Allowing them to transfer knowledge from notes to create a text using their own words
Evaluation: Game	Fun Interactive Different options Consolidating their knowledge	Communicating and giving their opinion using a picture prompt. Confirming their increase in ocean threat knowledge

UNIT 7 TASK 1

- Highlighting key terms and wordsift
- Scaffolding - adding pictures, colour or question headings, bullet points, glossary and highlighting.

UNIT 7 TASK 2

- Co-operative, cognitively active, and have clear stages and an output.
- Make the purpose and outcome clear to learners, identify the rules and timing, define group roles and ensure each learner has a role, provide scaffolding either in the form of sentence stems or writing frames, ensure that there is an opportunity for learners to peer assess before they present any output.
- Wordcloud and placemat.