

Think about the following before walking in and when in class:

1. "How can I best engage my learners with a task?" i.e., choose techniques relevant to the task (for engagement in reading, teaching or using vocabulary effectively etc)
2. Find a purpose behind every task and link it to the following. This builds cohesion and learners can then see the 'why' behind every task. Do not just do something for the sake of executing. Learners become demotivated otherwise and will not engage.
3. "Will this activity get them to produce language?"
4. Use a realistic time for every task. When eliciting for example 2-3 minutes is enough then give them the language you are asking or else you are wasting time!
5. Always think of your time to plan- How much time you will need for each task. In case of running out of time see which of the task(s) you can omit without disturbing connectivity too much.
6. Think of techniques. **This makes a lesson interesting.** You can use your own tested and tried ones if you feel comfortable and have gained ownership of what you use. For example, if you want them to read something you will have to give them the purpose that links to the following stage, etc.
7. **Pre-teach vocabulary if necessary and differentiate.** For example, with a weak class just present the words and you can have them choose words they are more comfortable remembering or show them the words and ask them which ones they remember as a group. Or record in their diaries as many as they can in 2 minutes from the board. We know it is impossible to retain new words all at once. This means you need to make them use and recycle. These lessons are designed to do this since a lot of the language here has been introduced to them throughout their school year.