How to Teach English (new edition) by Jeremy Harmer

Chapter 12: Planning lessons

LIVEWORKSHEETS

2

Reasons for planning (pp. 156, 223)

1. Discuss the reasons mentioned in the book.
2. Do you have an ability to think on your feet?
3. What do you use your plans for? How useful are the plans?
4. How much do you deviate from your plans as you carry them out?
5. What advantages and disadvantages for planning lessons can you name? If it's hard to come up with ideas, go to the next slide to see the chart and discuss it with your partner.

7 min

LIVEWORKSHEETS

A & D Chart (p. 243)

Advantages of planning lessons	Disadvantages of planning lessons
• T has thought about what will be appropriate for the lesson. • T has some idea of what s/he wants the students to achieve. • T has thought about how the lesson fits into a sequence. • SS like to see that the T has planned the lesson.	• Plans straightjacket a lesson. • Plans are uncreative – because everything depends on the T's ability to react to the 'here-and-now'. • Plans can discourage Ts from reacting to magic moments and unforeseen circumstances.

LIVEWORKSHEETS

4

A proposal for action (pp. 156-157)

Discuss the ideas mentioned in the book and the importance of them.

5 min

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5

Lesson shapes (pp. 157-158)

Discuss the ideas mentioned in the book and the importance of them.

5 min

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6

Planning questions (pp. 158-160)

Discuss the fundamental questions mentioned in the book and the importance of them.

7 min

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7

Plan formats (pp. 160-162)

Discuss the ideas mentioned in the book and the importance of them.

7 min

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Plan formats (p. 223)

Study the plan on page 224 (or slides 10-11 here) and complete the chart (slide 9) with your comments. In each case say whether you approve of the plan or whether, on the contrary, you think it is lacking something. Give reasons in each case.

10 min

LIVEWORKSHEETS

Appropriacy of lesson plan format (For the teacher? For an observer?)	
Lesson details (Are they sufficient for the teacher? For an observer?)	
Lesson shape (e.g. Is the lesson coherent? Does it have variety?)	
Timings (e.g. Are they clear? Do you 'believe' them?)	
Who does what? (e.g. Do you approve of the patterns of interaction?)	
Is it a good plan? (e.g. What would you (a) leave out? (b) add to? (c) bring in? or (c) change completely?	

LIVEWORKSHEETS