



Effective Lesson Planning: English lessons for the real world

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Today's learning objectives

Teachers will be able to

- revise essential elements of a lesson plan
- write effective learning objectives
- explore warmers to introduce new language or ideas
- integrate learners' contexts, language, and real-world issues in their English language lessons
- reflect on the lesson

What are the key elements of a lesson plan?

1. What is the t_____ of the lesson?
2. What are the l_____ objectives of the lesson?
3. I can get them interested in the lesson by using a w_____ /i_____.
4. What is the m_____ /p_____ I will use to teach the lesson?
5. It is important for learners and teachers to r_____ at the end of each lesson.

What are the key elements of a lesson plan?

1. What is the topic/title of the lesson?
2. What are the learning objectives of the lesson?
3. I can get them interested in the lesson by using a warmer/icebreaker.
4. What is the method/procedure I will use to teach the lesson?
5. It is important for learners and teachers to reflect at the end of each lesson.

Lesson planning blueprint

Clearly defined learning objectives

Engaging warmers

A learner-centred approach that actively engages all students

Know your learner – bring their language and culture to the lesson

A plan of action - introduction - procedure/method - assessment - reflection

Time management

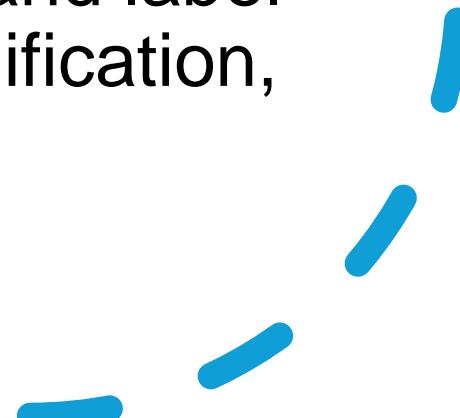
Flexibility

Learning Objective

What a student will be able to do at the end of a period of instruction
(a lesson, unit, or course)

Example

Students will be able to locate and label three figures of speech (personification, simile, metaphor)



ABCs of writing learning objectives

Component	Question it answers	What to include With e.g. phrases to use
Action (The What)	What must the student <i>do</i> ?	A strong, measurable action verb (from Bloom's Taxonomy) (identify, define, compare, evaluate, justify, create, apply, discuss...)
Behaviour (The How/What)	What is the content or context of the action?	The specific content the skill is applied to. three figures of speech....
Condition (The When/Where)	Under what conditions will the student perform the action?	The time, tool, or context of the assessment. ...from the prescribed poem

Lesson plan to introduce gender-neutral language across professions

Lesson Title: Mummy and daddy do these jobs

Level: Primary

Learning objectives: Learners will be able to -

- understand and apply gender neutral vocabulary related to jobs
- be sensitive to gender equality at home and at work

Language skills: Speaking and listening

Gender-ing English language classes across the globe: Practical lessons for teachers -

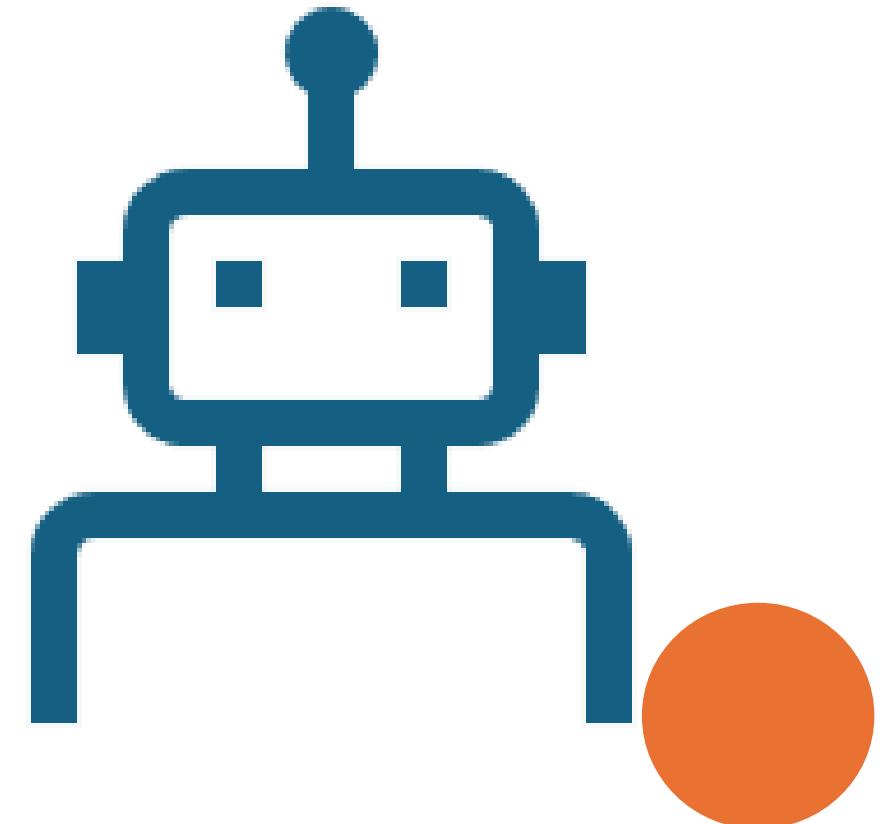
<https://www.teachingenglish.org.uk/publications/resource-books/gender-ing-english-language-classes-across-globe-practical-lessons>

Warmer as a lead in



Who does this job mummy or daddy?

1. Doctor
2. Nurse
3. Pilot
4. Cricketer
5. Chess champion
6. Nursery teacher



Method/Procedure

- Prepare the script
- Read out the conversation between two students to the class
- Facilitate a whole class discussion
- Ask questions to check for understanding
- Use home language when required to deepen engagement

Method: Read this script to the class

“Hi! I'm Zahra. I love my mummy. She works at a hospital and looks after sick people there. Every morning, she goes to work, checks on them and gives them medicine. She works very hard, and everyone thanks her. She loves her job and I'm proud of her. Can you guess what she does?”

Method: Read this script to the class

“Hi! My name is Amar. I love cooking and my daddy is teaching me to cook. My daddy is very good at cooking. He cooks breakfast, lunch and dinner for us. He packs our tiffin boxes. He does the housework and keeps our home clean and tidy. Can you guess my daddy's job?”

Method: Teaching gender neutral vocabulary

- What does Amar's daddy do?
- Do you know what a homemaker is?
- What do you think Zahra's mummy's job is?
- Do you know any man who is a nurse?
- Do you know any woman who is a doctor?

A **homemaker** is a gender-neutral way to refer to someone who looks after the house as their main occupation.

Assessment: Check for understanding

True or False

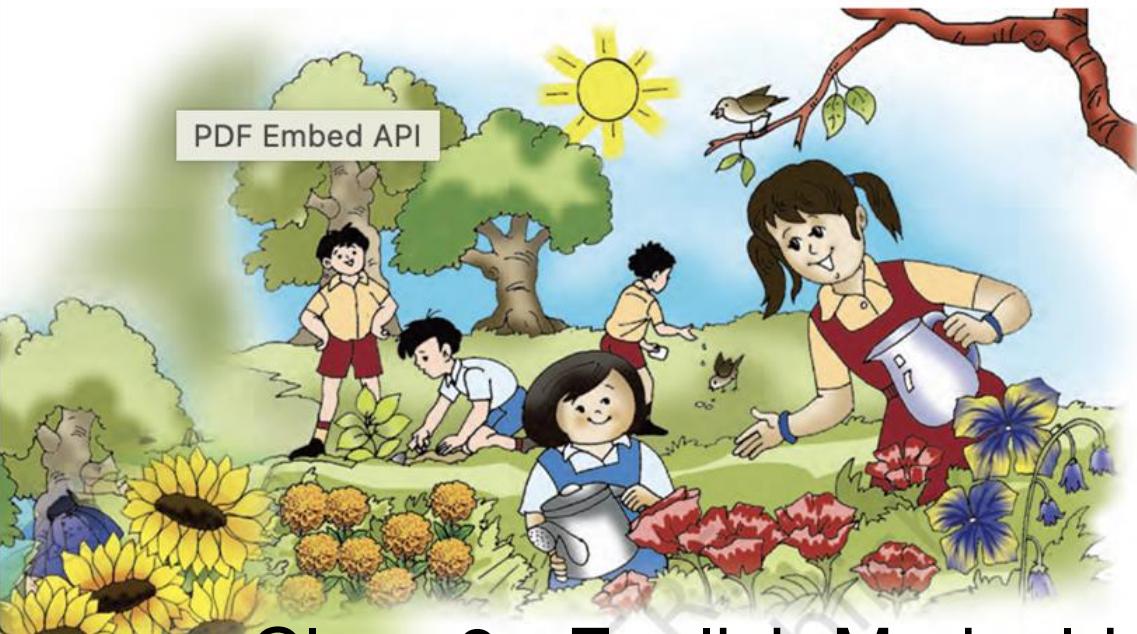
1. Amar's daddy is teaching him to cook.
2. Amar's mummy cooks all the meals for the family.
3. Zahra's mummy cares for sick people at the hospital.
4. Zahra's mummy loves her job.
5. Zahra's mummy is a homemaker.

Assessment: Check for understanding

True or False

1. Amar's daddy is teaching him to cook. - **True**
2. Amar's mummy cooks all the meals for the family. - **False**
3. Zahra's mummy cares for sick people at the hospital. - **True**
4. Zahra's mummy loves her job. - **True**
5. Zahra's mummy is a homemaker. - **False**

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Class 3 - English Marigold textbook - The Magic Garden

"We love the little children," said a tiny bird. "They are kind and they bring bread for us."

All the flowers said, "We must work hard to make our dresses very pretty, for the children will be here soon."

The sun said, "I will help you also, for nothing pleases me better than to see the children running about in the golden sunshine."

Suddenly, the children came out laughing and singing, and the flowers stopped their songs to listen to them.

"Oh, look at the tall sunflower!" said one child, and the sunflower lifted its head very proudly.

Another child said, "I love the marigold in its golden dress." The marigold smiled happily.

It was indeed a magic garden because it had fairies too. They danced and sang sweet songs which only the children could hear.

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After a time the fairies came out dancing and talked with the children. Their dresses were made of flowers and their wings of sunshine.

The magic garden was quiet that night. The flowers and birds were asleep and dreaming of the next day when the children would come again.

Adapted from 'The Fairy Garden'
by Margaret H.Bolton



New words

magic, garden, gardeners, playground, sunshine, golden, dreaming



I thought of starting my own business. I thought I should open a bangle shop or a tailor shop. But my uncle said that we could earn a lot by opening a junk shop.

In 2001, my mother-in-law and I opened a junk shop. We took a loan of ₹ 8000 for the shop.

Find out: what is a loan?

★ Have you ever heard of someone taking a **loan**?

For what? _____

★ How much loan was taken? _____

★ How much money was paid back? _____

Hariya and Babu want to buy a handcart for ₹ 300.



I have taken a loan of ₹ 300 from a bank for six months. I will pay ₹ 51 every month to the bank.

6 months, ₹ 51

Hariya

Who has to pay back more — Hariya or Babu?



I have 9 rickshaws of my own. I give the rickshaws on rent, each for ₹ 20 a day. On Sundays I do not take any money for them.

How Much does Kiran Earn from 9 Rickshaws in a Day?

For 1 rickshaw she gets ₹ 20 per day.

So, for 9 rickshaws she will earn Rs _____.

How did you do it?

Hey! I will do it like this —
9 times 2 is 18.
So, 9 times 20 is 180.



But I find this easier.
For 10 rickshaws she will get
₹ 20 × 10 = ₹ 200.
So, for 9 rickshaws, she will
get ₹ 200 - _____ = _____.

Think of some other ways to do it.

Encourage children to use their own strategies to solve such problems. There should be a discussion on how they arrived at their answers.

Class 4 Math Textbook – The Junk Seller

UNIT :6 PART: B

STORY : THE MILKMAN'S COW

WRITER: VIDYA PRADHAN

Class 4 English Marigold Textbook – the Milk man's cow

Word meaning

1. milkman - a person who sells milk
2. mood - state of mind / temper
3. middle - centre
4. refused – rejected / not accepted
5. policeman – a person who maintains law and order
6. grocer – a person who sells house hold provisions
7. wrestler – a person who wrestles as a sport
8. ice-cream - a frozen dessert
9. prayed - to speak to God

Gendered job title	Gender neutral job title
Batsman	Batter
Headmaster/Headmistress	Head Teacher
Businessman/businesswoman	Businessperson
Postman/Postwoman	Postal worker
Fireman	Fire fighter

lawyer, manager, IT specialist, social worker, engineer, clerk, financial analyst, politician.

Useful gender neutral vocabulary

Reflection: Homework task

- Students observe their own contexts (e.g. sharing housework).
- Encourage students to help with the housework.
- Students can reflect on their perceptions and gender biases of jobs and professions for their grandparents, neighbours and community members.
- Talk to their parents about using gender neutral vocabulary when they discuss jobs.
- Reflect on their learning from the lesson.



Reflecting and refining lessons for teachers

Teachers can reflect on

- How the lesson went?
- What will they do differently next time?
- Did the students learn the new vocabulary words?
- Will students be gender sensitive and use gender neutral vocabulary words?

Secondary lesson plan to include learner's context

Lesson Title: Using A K Ramanujan's *River* to teach William Wordsworth's *Composed upon Westminster Bridge*

Level: Intermediate

Learning objectives: Learners will be able to:

- Identify the specific environmental imagery.
- Reflect on and connect their own local environmental or cultural experience to deepen their analysis of the poem's imagery and themes.
- Engage in learning the need for climate action to preserve nature and its resources

Language skills: Speaking, listening, writing

Flood warnings issued for Gin Ganga and Nilwala river basins

22 Nov 2025 | BY Staff Writer



Picture source: <https://www.themorning.lk/articles/ShvNQduyEnvY7vQwRZp0>



Picture source: https://www.flickr.com/photos/water_alternatives/

Using a warmer as a lead in

Use pictures to elicit climate vocabulary

- Riverbed
- Flood
- Drought
- Downpour
- Erosion

Method:
Read a few
lines from A K
Ramanujan's

A River

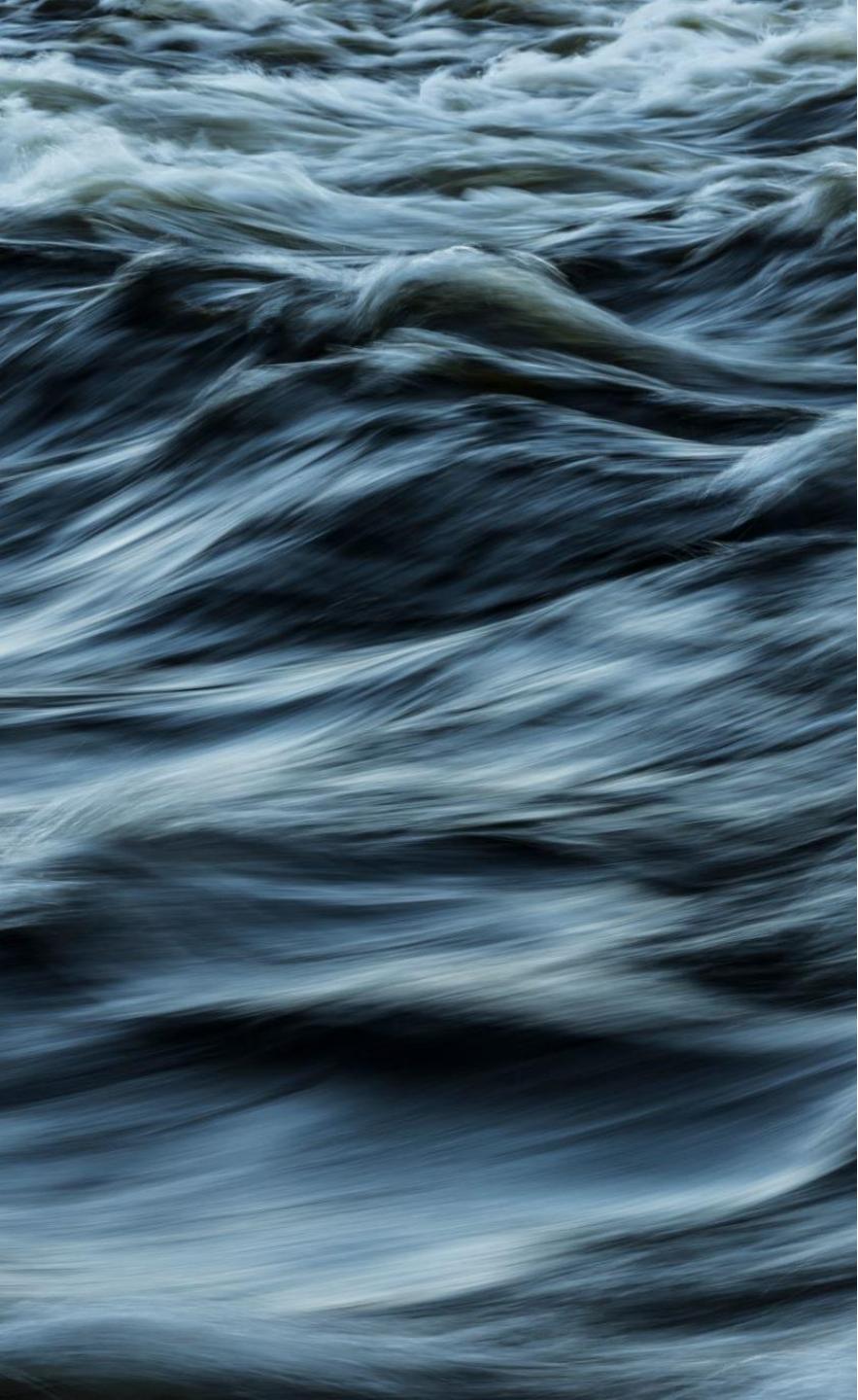
In Madurai,
city of temples and poets,
who sang of cities and temples,
every summer
a river dries to a trickle
in the sand,
baring the sand ribs,
straw and women's hair
clogging the watergates
at the rusty bars
under the bridges with patches
of repair all over them
the wet stones glistening like sleepy
crocodiles, the dry ones
shaven water-buffaloes lounging in the sun
The poets only sang of the floods.

+

- Method: read a few lines of the poem
-

Composed upon the Westminster's Bridge by William Wordsworth

Earth has not any thing to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.
Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!



Reflection: Questions

1. What is the strongest image that sticks in your mind from the poems?
2. What are the similarities/differences in the imagery you noticed in the poems?
3. How can you relate these rivers and the imagery to the climate crisis?
4. Did you hear about any place affected by flood? How did it affect the lives of the people?

Poetic language

- **Glideth:** "The river glideth at his own sweet will:" - Slides or moves smoothly and effortlessly
- **Sand Ribs** "...the wet stones glistening like sleepy crocodiles, the dry ones/ shaven and shorn in the sun, showing the ribs." - The exposed ridges of the dried-up riverbed that look like ribs.
- **Majesty...** A sight so touching in its majesty: " - Greatness
- **Sang...** "The poets only sang of the floods" - predicted

Assessment: check for understanding

Word/Phrase	Poem	Mood/Feeling
1. Glideth		
2. Sand Ribs		
3. Majesty		
4. Sang		

Assessment: check for understanding - Answers

Word/Phrase	Poem	Mood/Feeling
1. Glideth	Westminster Bridge	Peaceful
2. Sand Ribs	River	Dryness
3. Majesty	Westminster Bridge	Awe
4. Sang	River	Prediction

Reflection: Homework



Students can write 5 lines about a river or a poem about a river.



Students can watch ***Earth's Great Rivers (BBC Earth)*** or ***Our Planet (Netflix)***: The "Fresh Water" episode.



Narration of the show or episode they watched by one or two of the students in the classroom.

Reflecting and refining lessons for teachers

Teachers can reflect on

- How effective was the lesson?
- Were the students able to distinguish between the imagery employed in the poems?
- What vocabulary did the students learn?
- Did they comprehend the crisis and ill-effects of climate change?
- Will students become responsible to safeguard the environment?

Today's session's learning objectives

Are you now able to?

- Relook at the essential elements of a lesson plan
- write effective learning objectives
- use warmers to introduce new language or ideas
- integrate learners' contexts, language, and real-world issues in their English language lessons
- reflect on the lesson plan

References

- English teaching talks- 6 short videos on Lesson planning-
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- MOOC registration details -
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- Gender-ing English language classes across the globe: Practical lessons for teachers -
<https://www.teachingenglish.org.uk/publications/resource-books/gender-ing-english-language-classes-across-globe-practical-lessons>



Questions