Conte	ents	v
Acknowledgements		vii
Why I wrote this book		viii
A. The big picture		1
	Curriculum, syllabus and lesson	2
	Teacher thinking	4
	Methods	6
4	Cultures of learning	8
5	Needs analysis	10
6	Syllabus design	12
7	Types of syllabus	14
8	Competencies and the CEFR	16
9	Coursebooks	18
10	Learner autonomy and out-of-class learning	20
B. The le	sson plan	22
	Why plan?	23
	Planning v spontaneity	25
13	Design thinking	27
14	Lesson shapes	29
15	The lesson plan format	31
16	The context (1): The learners	33
17	The context (2): Beyond the classroom	35
18	Aims, objectives, goals and outcomes	37
19	Formulating lesson aims	39
20	Backward design	41
	Researching and analyzing language	43
	Anticipating problems	45
	Routines and rituals	47
	Activity types	49
	Staging and sequencing	51
	Using coursebooks	53
	Using authentic materials	55
	Integrating technology	50
	Using online resources	59
	Using artificial intelligence (AI)	61
	Collaborative planning	63
C. Planning different types of lessons		65
	Planning a focus on listening	66
	Planning a focus on speaking	68
	Planning a focus on reading	70
	Planning a focus on writing	72
36	Planning an integrated skills lesson	74

37	Planning to teach grammar	76
	Planning to teach vocabulary	78
	Planning to teach pronunciation	80
	Planning for content-based instruction	82
	Planning for task- and project-based instruction	84
	Planning for learning opportunities	86
	Blended and flipped learning	88
	Learner-centred lessons	90
45	Special needs and individualization	92
46	Teaching one-to-one	94
47	Teaching large, multi-level classes	96
D. Lesso	n implementation	98
48	Adaptive expertise	99
49	The physical space	101
50	The online space	103
51	Classroom management and instructions	105
52	Classroom interaction: the teacher	107
53	Classroom interaction: pair and group work	109
54	Challenge/push/pace/flow	111
55	Openings, closings and transitions	113
	Using presentation software	115
	Providing feedback	117
58	Dealing with emergent language	119
E. Beyon	d the single lesson	121
	Planning a scheme of work	122
60	Review and recycling	124
61	Retrospective planning	126
	Negotiated planning	128
63	Homework and self-study	130
F. Testing	g and evaluation	132
64	Assessment	133
65	Teaching an observed lesson	135
66	Evaluating the lesson plan	137
Appendix	c: Further reading and online sources	139
Index		140

gainstail ad straoù a anhenalf. Sa

Planning a focus on reading