



1. Pre-task phase A: What do you study in school? (5 min)

Slide 2. Place learners into 4 groups and ask them to make a list of the subjects they study in school.

Set a time limit of 3 minutes and allow teams to compete to write as many answers as possible. This could be a board race or similar.

2. Pre-task phase B: When will you use...? (5 - 10 min)

Slide 3. Have pairs briefly discuss when they will use maths as adults, then share ideas as a class e.g. *for a monthly shopping budget*.

Repeat with **slides 4 – 5**. Choose different pairs each time to encourage everyone to prepare what they will say in English.

3. Task modelling (10 min)

Tell learners they are going to present what they think they *should* study in school.

Show **Slide 6**. Explain that these are subjects you want to study in school; (*teacher may change examples*).

Tell students you are going to give the same presentation as they will.

Go over the reasons for these choices in detail, in the form the students should give their own presentations.

Ask the class for any questions about your choices, and answer them.

Explain that **learners in pairs** will now create a modern curriculum and present it to the rest of the class.

4. Main task phase: planning - brainstorm (10 min)

Show **slide 7**. Ask pairs to brainstorm the things they need to know as an adult. Feedback a few ideas, and emphasise that these are 'life skills' – skills that you need in daily life as an adult.

See if students can think of more life skills – e.g. banking, DIY.

Hand out the **brainstorm worksheet**, one per pair, and show **slide 8**. Ask students to brainstorm subjects that would be good for a modern curriculum.



A Modern Curriculum

Monitor for what new vocabulary they ask/look up, and write on one side of the board.

5. Main task phase: carry out - design (15 min)

Hand out the **modern curriculum table**, one each per pair, and show **slide 9**.

Tell students they have 10 minutes to choose **5 subjects** to introduce in their school. They need to say what will they will study, and what life skills they will learn.

Emphasise that they will report this all *in English*.

6. Main task phase: report – planning (10 min)

Tell learners that each pair is going to present their curriculum to the rest of the class. They need to explain their choices, what will be studied, and what life skills will be learned, as the teacher did previously (step 3). Tell them they have 5 minutes to prepare what they will say.

Give them more than 5 minutes!

7. Main task phase: Report (20 min)

Slide 10.

Ask the first pair to come up and introduce their curriculum to the class.

When the pair finishes, have them field questions from the class. Be sure to note down any language issues as they occur.

Repeat until every group has introduced their curriculum, with Q&A sessions.

8. Post-task phase: Task review (15 min)

Ask pairs to discuss which curriculum they think was the best. They cannot choose their own.

Slide 10. As a pair, they must choose one curriculum and vote for it. Hand out some **paper slips** for them to write the name of their choice on, and collect.

Count up the nominations and announce the winner. Ask the class for reasons why they think this curriculum won.

9. Post-task phase (to end)



British Hills

A Modern Curriculum



Address language needs noted during the presentation preparation and presentations.

Once addressed, or if there is time, **slide 11 onwards**. Have pairs discuss which of the two subjects is most important and why. After each small discussion, make one side of the room represent each subject and ask pairs to stand up and walk to the side that represents their choice.

See which subject has the most votes, then elicit reasons why this choice was made. You should also ask those who chose the other subject.

Repeat until finish, with students changing partners each time.